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ABSTRACT

Language Assessment Scales, LAS I, are designed for children in grades K-5. LAS I accommodates ethnic and linguistic differences and provides direct language activities taken from the popular culture of both English- and Spanish-speaking peoples. LAS I consists of two independent tests, one in English and the other in Spanish, presented largely on tape. It provides a picture of oral linguistic ability based on the child's performance over four linguistic subsystems: phonemic, lexical, syntactic and pragmatic. The phonemic section measures both the decoding and encoding of the English and Spanish phonemic systems with particular emphasis on the most distinctive and difficult sounds. The lexical section consists of a number of words of varying levels of difficulty, which the child identifies through pictures. LAS I uses two methods to measure syntactic ability: identification of the picture illustrating the sentence heard and retelling of a story. For the pragmatic system, the teacher rates the child on his/her ability to carry out relevant tasks requiring language. The test is individually administered by native speakers. This manual contains administration and scoring instructions, a group summary sheet, language samples, technical notes on validity, and cue pictures for both English and Spanish versions. (AMH)

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LANGUAGE ASSESSMENT SCALES

LAS® I

FOR GRADES K-5

ENGLISH / SPANISH

Second Edition

Developed by:

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Sharon E. Duncan

FL009490

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FORWARD

Early in 1972 Stanley Pottinger, then director of the U.S. Office of Civil Rights, issued a memo to all schools where student populations consisted of significant numbers of limited- or non-English speaking students. In substance, this memo stated that psychological tests which were descriminatory to non- or limited-English speaking children had been used for the purpose of determining eligibility for placement in classes for the mentally retarded. The memo further stated that the continued use of these tests would be considered a violation of civil rights. This document, the "May 25th Memo" rekindled the long-standing controversy concerning the relationship between language and access to educational opportunity in the U.S.A.

The constitutional right to an education irrespective of language background was unanimously affirmed by the U.S. Supreme Court in the by-now famous case of *Lau v. Nichols.* In its decision, the Court ruled that it was incumbent upon the schools to accommodate the linguistic diversity represented by the multilingual nature of the U.S. society.

At about the same time, there seemed to be a growing appreciation of the rich ethnic and linguistic diversity of the nation's students through the funding of bilingual programs in virtually every state of the union.

The consideration of these issues led to the inevitable conclusion that if the above mandates were going to be met there would have to be some practical means for identifying limited- or non-English speaking children who were either in need or could benefit from programs designed to promote bilingualism. Furthermore, these means would have to be based on sound linguistic and psychometric theory. A review of 45 available language tests reinforced our conclusion that there was a need for a psychometrically sound instrument based on the integration of current linguistic theory with practical assessment methodology which did not punish children for being different.

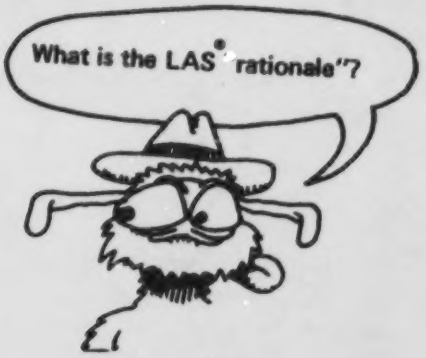
It was in this spirit that the LAS® was conceived. . .through an integration of practical experience in designing tests for use with ethnically and linguistically diverse children with the best of what the linguists and sociolinguists have had to say about how children's language develops and how that development either facilitates or hinders communication between student and teacher and hence, access to equal educational opportunity.

Through a consideration of these issues we have been able to provide an assessment tool which not only accommodates ethnic and linguistic differences but goes one step beyond to provide direct language activities taken from the popular culture of both English- and Spanish-speaking peoples. Finally, then, the LAS® is a diagnostic-prescriptive approach to language assessment of ethnically different children.

The present version of the LAS® represents our best attempt so far. We would like to express our appreciation to the literally hundreds of professionals from all over the country who have contributed ideas, criticized mistakes, provided direct data from the children and, most importantly, encouraged us to continue the work. We would also like to thank Concha Delgado who worked on an earlier (albeit primitive) version of the test; Steve Pulus who did some of the initial data analysis; Damon Rarey who did the final art work; Danny and Davi Ulibarrí who helped with the original layout and design problems; Celia Navarette who seemed to be a specialist in identifying all those "teenie weenie" little problems; and Jo Ann Intili who compiled the most recent statistical information. To these people go our deep thanks. The ultimative responsibility for the LAS, however, good or bad, remains with us.

Lastly, we would like to thank the thousands of children who have taken the test in its various forms over the last three years and provided us with the "real data". It is our belief that real educational change comes ultimately from working directly with the children. If we listen carefully to their unspoken whispers, with that special third ear, the one that makes us human, they'll tell us what to do.

Edward A. De Avila
Sharon E. Duncan
Río Piedras, 1977



THE LAS® RATIONALE
Level I
(Grades K-5)

The LAS® is a convergent assessment measure. That is, rather than depending on a single aspect of language, the LAS® provides an overall picture of oral linguistic proficiency based on a student's performance across four linguistic subsystems.

At the outset it should be noted that the LAS® is actually two tests, one English and the other Spanish. While both are based on the same theoretical approach, the LAS® is not a translated test but rather two totally independent tests, each based on the same analysis of four language subsystems.*

The LAS® takes as a point of departure, the generally accepted notion that language consists of four primary subsystems: the *phonemic system* (the basic sounds of the language), the *referential system* (the "words" of the language), the *syntactical system* (the rules for making meaningful sentences), and the *pragmatic system* (the use of language to obtain specific goals). It also assumes that a measure of language skill must be first concerned with what the person *can* do and not what s/he usually does.

It is for this reason that the approaches employed by the LAS® are meant to facilitate the child's performance, so that the picture which emerges represents the best the child can do at this time and not a measure of the child's fear of the test situation or unfamiliarity with the "demand characteristics" of the test situation. The goal of the LAS®, then, is to assess the student's capabilities in the four systems of English and/or Spanish in the most optimal manner possible, as suggested by research and practical experience.

The Phonemic System

The foundation of any language is its phoemic system. It is from this small set of basic sounds, the phonemes, that all meaningful words of the language are constructed. For this reason if the student cannot hear the difference between these basic sounds (decode them) then he/she will not be able to understand words constructed from them in daily and instructional conversations. On the other hand, if the student cannot pronounce the sounds (encode them) then others will have difficulties in understanding his/her communications. It is these phonemes and the variants or allophones, which present the most difficulties to the student moving from one language to another. In addition there is increasing evidence that familiarity with the phonemic system is a very important aspect of learning to read and write (C. Chomsky, 1970; N. Chomsky, 1970; Read, 1971); Jakobson & Halle, 1956).

The LAS® measures both the decoding and encoding of the English and Spanish phonemic systems with particular emphasis on those sounds which are most distinctive and difficult for the person learning English (and Spanish) as a second language (De Lattre, 1965; Bolinger, et al, 1973). Because the phonemic system is the foundation of any and all linguistic communications it is given somewhat particular emphasis in the LAS®.

The ability to decode the phonemes and allophones is measured in Section I by requiring the student to identify a pair of words, in which the phonemes or allophones are embedded, as sounding "same" or "different," "iguales" or "diferentes"; e. g., thin-tin, or tía-día. This method is a modification of the Wepman auditory discrimination test. The production of the phonemes and allophones (encoding) is measured in Section III through the traditional task of having the student imitate a word and a short sentence in which the sound is embedded (Irwin, 1960).

The LAS® includes auditory discrimination and phoneme production items in order to determine if the subject has a problem with a significant aspect of language; i.e., does he or she have a communication problem and thus a need for help. Whether a child pronounces the initial "p" of the American English word "party" as an aspirated or as an unaspirated stop there probably

*For a more detailed discussion of the difficulty, if not impossibility, of translating tests from one language to another, the reader is referred to De Avila and Havassy, 1974.

won't be any lack of communication. On the other hand, if the child cannot distinguish between "sheep" and "cheap" or "yellow" and "jello" in either coding or decoding, there will likely be a breakdown in communication and/or an occasion for ridicule.

The Referential System (Lexical)

The referential system, the next level of language, consists of the meaningful units constructed from the basic phonemes. It is this level of "words" (lexical items or morphemes) which ultimately determines the meaning of any sentence (Langacker, 1967). In addition, it appears that a knowledge of at least some lexical items are extremely important if not absolutely necessary for acquiring syntax of the corresponding language (Miller, 1965; Moeser & Olson, 1974).

It is quite true, as Miller (1965) emphasizes, that a sentence is not "a linear sum of the significance of the words that comprise it." It is also true that words in isolation may have different meanings. However, the fact that a student has problems with American English lexical items is an indication of a weakness which may contribute to difficulty in the mainstream setting. Either the student has not abstracted commonly encountered words or the student had had little or no experience in the language. In either case, the student has a language need or problem which once identified can be addressed by specific activities such as those provided in the LAS® Language Arts Supplement.

The Lexical section of the LAS® consists of a number of words of the varying levels of difficulty. In addition, in most cases these words contain the phonemic features of most importance to the Spanish-English bilingual child. The exact method consists of presenting a picture to the child and asking him or her to identify it. A low score on this section indicates that the student has not abstracted words s/he has commonly encountered, thus indicating need for special attention to the student in this area.

> *Caveat:* If the student has had little or no experience with an English or Spanish speaking classroom this section becomes a measure of experience in the English or Spanish language.

The actual words used in the English Lexical section were based on word frequency counts (Lorge-Thorndike, 1952). In this way we were able to identify different words or lexical items which accurately characterize various levels of difficulty as based on frequency. Thus the Lexical section of the LAS® is directly comparable to the Dolch List used to establish reading levels in English.

The Syntactical System

The third level of language is the syntactical system (the rules for combining words into a meaningful sentence). Syntax is essential for the understanding of the language because the relationship between words provides a major contribution to the meaning of communications in that language. For example, while the sentence "The cat chases the rat" has the same words as the sentence "The rat chases the cat," they have very different meanings. The meaning of a sentence also depends on how words are grouped. As in Miller's (1965) excellent example, the sentence, "They are hunting dogs," may have two distinct meanings depending on whether we group "are hunting" or "hunting dogs."

The usual method of assessing linguistic ability (and specifically, syntactical ability) is through the analysis of the subject's linguistic production. It should be noted that there are a number of problems inherent in using this method to assess syntax.

1. The meanings of the results are difficult to interpret because they do not distinguish between what the subject can do and what it does do (McNeill, 1970);
2. Substantial effects due to socioeconomic class have been observed;
3. Interactions between situation and subcultural groups are often found (Brukman, 1972);
4. It is very difficult to know the exact imput the subject is responding to.

The LAS® uses two different methods of measuring syntactical ability. In Section IV (Sentence Comprehension) the student listens to a sentence read and is then asked to point to the picture illustrating the sentence. This method has been used quite effectively in the past (Fraser, Bellugi, & Brown, 1963; Hall & Turner, 1971; Osser, *et al.*, 1969; Labov, 1969) and shows only minimal socio-economic class effects. In an attempt to assess the student's oral syntax production ability, a story telling device is used in Section V. In this task, the student listens to a short story and then is asked to retell it in his/her own words. The student is then rated on inclusion and use of essential syntactical elements, as well as on overall ability to communicate in the language.

It should be noted that the tasks in Sections IV and V are only a measure of general syntactical ability in the communicative sense and not descriptions of specific syntactical structural development.* It is because of the close relationship between cognitive and linguistic devel-

*For a more detailed discussion of the evolution of syntactic structures which is illustrative of the interaction between linguistic and cognitive development the reader is referred to Brown (1965).

opment that interpretation of these results must be done by a native speaker and must take into account the age of the student, since there is some evidence (Edmonds, 1976; Tremaine, 1975) that a full understanding of language acquisition will not emerge until the process is viewed within a larger developmental framework.

The Pragmatic System

The fourth area of language covered by the LAS® is a measure of the student's ability to use the language for his/her own ends (pragmatics). This area has generally been overlooked in both research and applications.

The LAS® attempts to assess this by having the teacher, or some other adult familiar with the student, rate the student on his/her ability to carry out certain relevant tasks requiring language (i.e., playing with peers, shopping at the store, etc.).

What the LAS® Results Provide

Because the LAS® is designed to give an overall picture of a student's linguistic ability in English and Spanish by separately assessing the component parts of the respective language systems, the results provided are multidimensional on both an individual and group basis.

Individually, these include:

- A general understanding of the linguistic level or proficiency, based on the total, composite score.
- A solution to the problem of "language dominance" by providing the Relative Linguistic Proficiency (RLP) in English and Spanish *(i.e.,* an RLP of 5/4 means the student attained a proficiency level of 5 in English and 4 in Spanish).
- A specific identification of the linguistic problems of each student *(i.e.,* sound production, auditory problems, lexical weakness, etc.).
- A breakdown of linguistic development according to the subscales of the test, (phonemic, lexical, syntactical, pragmatic).
- A set of prescriptions for each student tested (directly based on items missed) which can be implemented on a group or individual basis through use of the LAS® Language Arts Supplements.

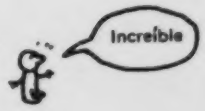
On a group basis the LAS® results can provide:

- An overall view of the linguistic proficiency levels of all students tested.
- A comparison of linguistic development among students at similar grade/age levels.
- Within-grade and across-grade comparisons of deficiencies and proficiencies.
- Crossmatching of English and Spanish proficiency levels.

LAS® Language Arts Supplements

In order to provide a specific means of dealing with the information generated by the LAS®, a set of 125 language games and activities have been prepared for each language. These activities are cross-referenced with each LAS® test item, such that there are direct prescriptive recommendations for each item which represents a difficulty for the child. In most cases there are multiple activities for each test item so that if any activity should prove to be either too difficult or uninteresting the teacher is provided with optional material.

Lastly, the activities in the LAS® Supplements are drawn from popular culture. In this way they are intended to be fun. They consist primarily of tongue-twisters, rhymes, riddles and other language-based games taken from a wide variety of cultural and ethnic resources, ranging from 15th century England to the highlands of Puerto Rico and the valleys of southern Colorado and Texas.



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INSTRUCTIONS FOR ADMINISTRATION OF THE LANGUAGE ASSESSMENT SCALES (LAS)®
Level I

These instructions should be read thoroughly by the examiner before any testing takes place. The reader is also urged to practice with several students (family, friends, etc.) before actually using the instrument.

The LAS® may be administered by any teacher or other school personnel who are qualified to work with students *and who speak the language of the test as their first language.* In fact, monolinguals tend to be the best testers.

It is absolutely essential that persons unfamiliar with the LAS® learn how to coordinate the presentation of the stimulus materials (audio cassette, cue drawings, score sheet, etc.) with the entering of the scores. It is also essential that an acceptable level of reliability be established between those administering the test for the first time. Details for establishing this reliability are described in the Scoring Section.

In the following, some of the procedural aspects of the LAS® administration will be described.

The Language Assessment Scales (LAS)® are to be individually administered. Approximately 20 minutes should be allocated for the testing of each student. In order to ensure proper results a quiet area is required in which the LAS® is to be administered. In addition to the LAS® testing instrument, scoring sheet, cue pictures, and English/Spanish audio cassette (all included with the LAS® Examiner's Kit), a cassette tape recorder is needed for the testing session.

The tape cassette has been provided as a means of "standardizing" the test. In this way *all* students will have the same chance since they will be responding to the same input. All tapes have been checked for fidelity. Before using them, however, local machines should be checked to ensure quality.

The test items for sections I, III, IV and V are presented on tape to ensure that proper pronunciation is modeled for the student. There is sufficient time between items to allow for the student's response. However, if there is any question as to whether the student had sufficient time to answer or if he or she did not hear the cue correctly, the tape should be stopped and that part should be replayed.

The student should always be made comfortable prior to the actual testing. In all cases it is recommended that a clear reason be given to the student as to the motive behind the testing. It is important that the student be relaxed enough to listen and answer without being pressured.

The testing table and area should be cleared of non-essential materials. The examiner should have the tape recorder, Examiner's Manual and student score sheet conveniently arranged during the testing session. Identification information (name, birthdate, age, grade, home language, teacher and examiner's name) should be filled in on the student score sheet before the testing begins. The cue pictures contained in the Examiner's Manual should be within easy reach.

The examiner may ensure that the student understands the instructions for what is to be done by talking to the student in his or her first language when necessary. All *instructions* may be translated by the examiner into words which are best understood by the individual student being tested. This may entail the use of words from another language, a particular dialect, or even a mixture of languages. HOWEVER, THE ACTUAL TEST ITEMS MUST BE GIVEN IN THE LANGUAGE BEING ASSESSED.

I. Sound Discrimination — Minimal Pairs (Items 1-30)

When the student is ready, begin by saying in the appropriate language something like: "You're going to hear some words on the tape and I want you to tell me if they sound the same or different. (Emphasis should always be placed upon having the student understand the task rather than in repeating the instructions verbatim. The examiner should always feel free to paraphrase the instructions, or to seek help from a

speaker of the student's native language, just as long as no new information is added.) At this point the cassette may be turned on and the testing begun.

If the student does not understand or respond appropriately to the examples and first item, the recorder should be turned off and the examiner should give a further example of what is to be done. However, the examiner should neither repeat nor provide any actual test item which is on the tape. Once the student understands the task and is responding to the words on the tape the examiner should let the tape play until the end of the Pairs section (item 30). During this time the tester should make a checkmark in the appropriate blank for *incorrect responses only.*

Note: In some cases testers will find that students will indicate their response to items in Section I in a language other than the one being tested. That is, they may answer "same" or "different" when being tested in Spanish sound pairs. Conversely, the student may answer *"igual"* or *"diferente"* when being tested in English pairs. In still other instances the student may indicate his/her answer by some other means. Since Section I is measuring auditory discrimination rather than oral production, it is critical that the child be scored on the *correctness* of his/her response and not on the basis of the response mode.

II. Lexical (Items 31-50)

At this point the tester should open the test booklet to the Lexical section (pictures 31-50) placed so the student can see the pictures. The examiner should then explain to the student that he or she is to name the object in the pictures. This may be done by saying: "I'm going to show you some pictures". Now the first picture should be pointed out and the student asked: "What is this?" (¿Qué es esto?). The testing should be continued in the same manner through item 50. In this section any appropriate noun is a correct response. For example, *chicken* or *rooster* would be correct for English item 41, *plátano* or *banana* would be acceptable for Spanish item 38, etc. Incorrect responses should be indicated on the score sheet.

III. Phonemes (Items 51-86)

Now the examiner should say something like, "Now we're going to do something different. I want you to repeat exactly what you hear on the tape. If you hear *book,* you say "book." If you hear *it's raining,* you say, "it's raining." The tape should then be turned on.

Once the student understands the task and is repeating the words heard on the tape the examiner should let the tape play until the end of the phonemic section (item 86). During this time incorrect responses should be recorded on the score sheet.

IV. Sentence Comprehension

The examiner should now turn to the drawings corresponding to the comprehension section (item 87) and say to the student: "I'm going to show you some more pictures, but this time you'll hear something on the tape. I want you to point to the picture that the words on the tape tell you about." The examiner should then show the student the first picture in the comprehension section (87) and have him/her listen to the appropriate sentence on the tape. The testing should be continued in this manner with student's incorrect responses being recorded on the basis of whether student points to the correct pictures or not.

V. Production (Storytelling)

In this section the student is shown a series of four drawings and told s/he will be hearing a story about the drawings on tape. The examiner should say something like: "You're going to hear a story, so listen very carefully, because afterwards I want you to tell me the story exactly the way you heard it." The story may be played *only once.* After hearing the story the student is asked to retell the story in his/her own words. The examiner writes down *verbatim* on the score sheet what the student says. If the student is shy or reticent, or has trouble retelling the story, the probe questions on the score sheet should be used. An effort should be made to get 50 words, if possible. The stories (neither is a translation) are given below:

The Silly Old Monster (English)

Once upon a time
there was a silly old monster
who liked to drink pink lemonade.

So one summer day he went and drank
what looked like pink lemonade.

He didn't like what he drank and said,
"This is not pink lemonade,
this is pink ink."

The next day the silly old monster
felt very sick.

When all of his friends
came to visit him
they asked him:
"How are you?"
"Not very well," he answered.
"We're sorry the pink ink
made you sick,"
they said,
"so we brought you some presents."

The big monster gave him some fresh fruit;
the middle sized monster gave him some
green flowers,
and the little monster gave him a gold flute.
The silly old monster said,
"Thank you. I think I feel a little bit better
now. And I'm never going to drink
pink ink again."

La historia de una giganta (Spanish)

Había una vez una giganta
morada y graciosa
a quien le gustaba comer
helado de fresas.

Así que un día de verano
se fue a comer
lo que le parecía
helado de fresas.

No le gustó lo que comió y dijo
– esto no es helado de fresas;
Es pintura roja.

Al día siguiente
la giganta morada y graciosa
se sentía muy enferma.

Cuando sus amigos
vinieron a visitarla
le preguntaron: ¿Cómo te sientes?
– No muy bien, contestó.
Sentimos mucho que la pintura roja
te haya puesto enferma,
así que te trajimos unos regalitos.

El gigante grande le dio un poco de pan fresco;
El gigante mediano le dio unas palmeras rosadas;
y la giganta pequeña le dió una trompeta de plata.
– Gracias, dijo la giganta.
Creo que ahora me siento un poco mejor.
Y nunca más voy a comer pintura.

After listening to the tape, say something like:

"Now, that's a pretty good story. Can you tell me the story exactly the way you heard it?"

If the child produces less than 50 words, probe questions should be used (see score sheet).

Observations

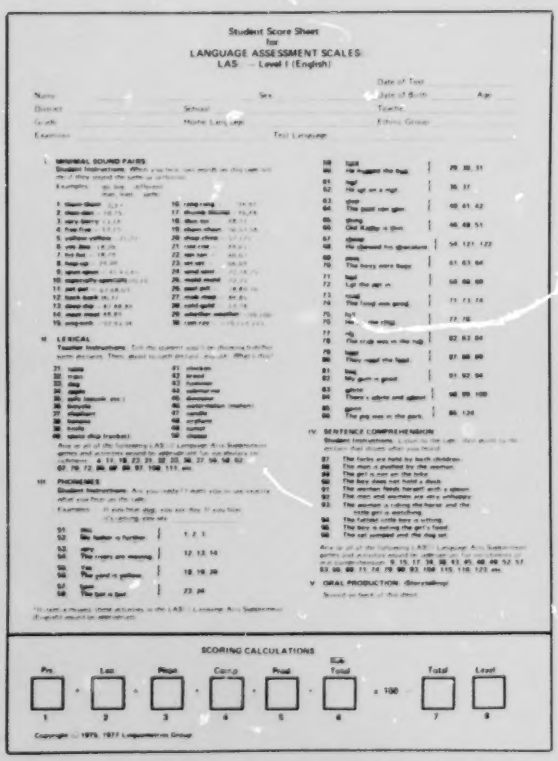
At some point following the testing session the examiner (or teacher) should fill out the Observation section of each student's score sheet. The average of these observations can then be used as a comparison with the student's final proficiency level. The levels should be quite similar, if the testing has been conscientiously conducted.

HOW TO SCORE THE LAS®
Level I

The scoring of the LAS® is done in three steps, as follows:

Step 1. Scoring PAIRS (I), LEXICAL (II), PHONEMES (III), and COMPREHENSION (IV).

The initial scoring of the LAS® takes place simultaneously with the administration of the first four parts of the test. Therefore, as discussed in the Administration Instructions, it is essential that there be agreement among the examiners as to what constitutes a correct response. As each item for Pairs, Lexical, Phonemes and Comprehension is given, the examiner simply marks the items that are failed by entering a check mark in the space directly adjacent to the item number listed on the student Score Sheet. No mark is made for a correct response. As shown in Table 1, this process facilitates the calculation and interpretation of LAS® scores.


Student Score Sheet
for
LANGUAGE ASSESSMENT SCALES
LAS — Level I (English)

SCORING CALCULATIONS

Table 1. LAS® Student Score Sheet, Side 1.

The score for each subscale is then transferred to the appropriate Scoring Calculations Box on the bottom of the front side of the Student Score Sheet.

Step 2. Scoring ORAL PRODUCTION Storytelling (V).

The scoring of Part V of the LAS® must be done by a native speaker of the language the test was administered in.

After the Storytelling section of the LAS® has been administered and the student responses recorded according to instructions, the responses are scored on a 5-point scale (Levels 1 through 5) *within each age group*, as shown by the examples in the appendix which follows this section.

However, before the Storytelling section of the LAS® is scored, it is essential that an acceptable level of reliability be established between those scoring this section. A procedure for obtaining the required inter-rater reliability is described below. It is strongly advised that this exercise be conducted by anyone who is unfamiliar with the LAS® procedure used in determining a student's score for the oral production (Storytelling) section of the test.

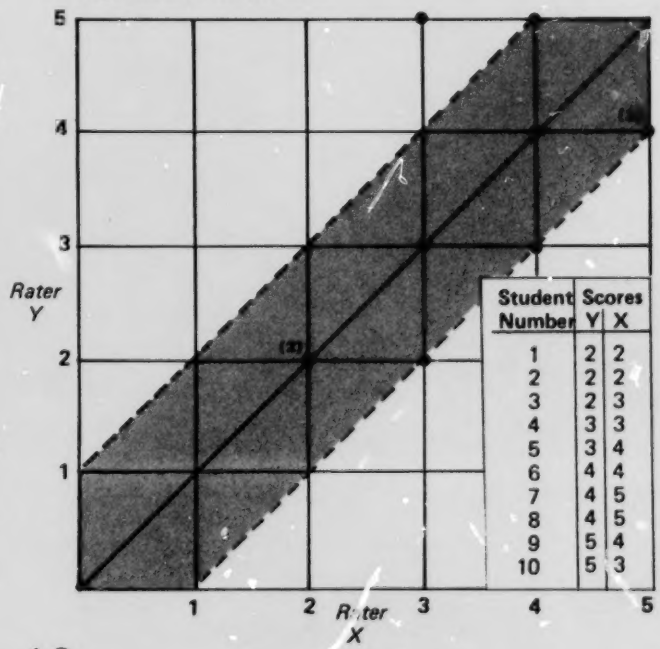


Figure 1

Figure 1 may be used as a guide for determining inter-rater reliability. By plotting two independent ratings on the same child it is possible to determine the extent of agreement across any number of children. Thus, a score obtained by rater *X* may be compared with the score obtained by rater *Y* by placing a dot at the intersection of the two scores. For example, a score of 3 by rater *Y* can be compared to a score of 4 by rater *X* by placing a dot at the intersection of 3*Y* and 4*X* on the figure. It should be noted that in the case where there is perfect agreement the dot would fall on the solid diagonal line drawn at a 45° angle. The two dotted lines which are drawn parallel to the solid diagonal represent the area which represents scores differing no more than one level. As can be seen, the dots in the above figure represent the scores given by two raters for ten different students.

Raters should strive to obtain a level of interjudge reliability such that on ten ratings two independent or different raters would disagree no more than one score level, not more than once in the ten ratings. In other words, if two different raters were to plot their scores no more than one dot would fall outside of the shaded area.

In those cases where there are disagreements, raters should review among themselves the bases upon which their ratings were made so as to gain some common understanding on which ratings can be made which will lead to an acceptable level of reliability. Once this reliability has been established among the raters, the scoring on Part V may be done as follows:

(a) Sort all of the score sheets of one language into the correct age groups as follows*:

Group A: 5-yrs.
Group B: 6-7 yrs.
Group C: 8-9 yrs.
Group D: 10-11 yrs.
Group E: 12 yrs. and older

(b) *Within each age group* sort the score sheets into five levels of proficiency as described below, and shown in the examples included in the appendix following this section. (If nothing at all is produced *in the language tested,* give a zero to Part V. For example, if the English version of the test was administered and the student responded in Spanish – or in Chinese, Tagalog, etc. – the score is zero because no English was produced.)

(c) After each age group has been sorted into the five stacks (representing the varying levels of proficiency) a review should be made of each stack to ensure consistency of the sorting.

*Because of developmental effects on language acquisition, scoring *must* be done on the basis of comparison within the correct age group.

(d) Mark the score for Part V in the Scoring Calculation Box 5 on the front of each Student Score Sheet.

Description of the oral production proficiency levels.

Level 1. Minimal production. At Level 1 the student produces only isolated words and expressions. While there are some differences across the age groups, they are very slight at this level of performance.

Level 2. Fragmented production. At Level 2 a few isolated phrases and fragmented or very simple sentences are produced. Sentences are usually incoherent and may be difficult to associate with the storyline.

Level 3. Labored production. At Level 3, complete sentences are produced with systematic errors in syntax and fact. Sentences are longer and more coherent than in Level 2 and, as in both Levels 1 and 2, there may be slight developmental differences.

The most salient characteristic of Level 3 is that a more or less complete version of the story is produced, although the sentences, while more coherent than in Level 2, are still awkward and syntactic errors tend to repeat themselves. Thus, while the student may be able to produce sufficient vocabulary and facts necessary to retell the story, s/he has difficulty in combining the words *with the same facility as that of the native speaker.*

Level 4. Near perfect production. At Level 4 the student produces coherent sentences with native-like fluency with only an occasional error in either syntax or vocabulary.

Level 5. Perfect production. At Level 5 the student produces complete sentences which are coherent, syntactically correct for his/her developmental age and reflect accurate reproductions of the story. For Level 5 the only acceptable deviation from the example would be by way of additional elaboration. At Level 5 the student is an articulate native speaker.

In reviewing the examples, it will be noted that the differences in production at the lower levels will be minimal. Developmental differences are most apt to be accurately revealed for students who have a full command of the language in the normative sense; that is, students at levels 4 and 5 which, as discussed, represent the higher levels of proficiency.

In addition, it should be borne in mind that the purpose of the Storytelling section is to provide a vehicle through which to elicit a natural language sample of appropriate length. As can be

seen in the examples provided in the Appendix to this section, students will often retell the story substituting their own vocabulary and syntactical patterns. These transformations are perfectly acceptable since the object of the test is to measure the student's level of proficiency based on natural speech.

Step 3. Computing a Total Score.

In order to generate a total score in a mathematically proper fashion, calculations in the Scoring Calculation Box should be done according to the following simple procedure.

1. Count number of items *correct* in Pairs section and enter converted score (from Equivalency Table, Cols. 1 or 2, below) in Box 1 on side 1 of score sheet. (See example below.)
2. Count number of items *correct* in Lexical section and enter converted score (Cols. 3 or 4) in Box 2.
3. Count number of items *correct* in Phoneme section and enter converted score (Cols. 5 or 6) in Box 3.
4. Count number of items *correct* in Comprehension section and enter converted score (Col. 7) in Box 4.
5. Take score for Production section (Storytelling) and enter converted score (Col. 8) in Box 5.
6. Add scores in Box 1-5 and enter total in Box 6.
7. Multiply number in Box 6 by 100 and enter Total Score in Box 7.
8. If desired, "level" can be entered in Box 8 by referring Total Score (Box 7) to conversion table (Table 4).

PAIRS (I)

No. Correct	Col. 1 Conv. Score	No. Correct	Col. 2 Conv. Score
1	.004	16	.067
2	.008	17	.071
3	.013	18	.075
4	.017	19	.079
5	.021	20	.083
6	.025	21	.088
7	.029	22	.092
8	.033	23	.096
9	.038	24	.100
10	.042	25	.104
11	.046	26	.108
12	.050	27	.113
13	.054	28	.117
14	.058	29	.121
15	.063	30	.125

LEXICAL (II)

No. Correct	Col. 3 Conv. Score	No. Correct	Col. 4 Conv. Score
1	.006	11	.063
2	.013	12	.075
3	.019	13	.081
4	.025	14	.088
5	.031	15	.094
6	.038	16	.100
7	.044	17	.106
8	.050	18	.113
9	.056	19	.119
10	.063	20	.125

PHONEMES (III)

No. Correct	Col. 5 Conv. Score	No. Correct	Col. 6 Conv. Score
1	.004	19	.066
2	.007	20	.070
3	.010	21	.073
4	.014	22	.076
5	.017	23	.080
6	.021	24	.083
7	.024	25	.087
8	.028	26	.090
9	.031	27	.094
10	.035	28	.097
11	.038	29	.101
12	.042	30	.104
13	.045	31	.108
14	.049	32	.111
15	.052	33	.114
16	.056	34	.118
17	.059	35	.122
18	.063	36	.125

COMPREHENSION (IV)		PRODUCTION (V) (STORYTELLING)	
No. Correct	Col. 7 Conv. Score	Score	Col. 8 Conv. Score
1	.013	1	.1
2	.025	2	.2
3	.038	3	.3
4	.050	4	.4
5	.063	5	.5
6	.075		
7	.088		
8	.100		
9	.113		
10	.125		

Table 3. Equivalency Tables

For example, the scoring calculations for a student with the raw scores of Pairs: 26; Lexical: 9; Phonemes: 27; Comprehension: 7; and Production (Storytelling): 3, would be as follows:

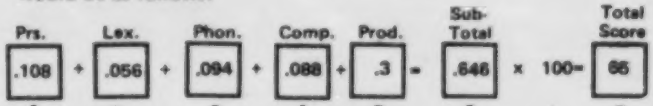


Table 3 above has been prepared as a means of simplifying calculations. The above scoring procedure is based on the following equation:

$$\left[.125\left(\frac{\text{Pairs No.correct}}{\text{No.possible}}+\frac{\text{Lexical No.correct}}{\text{No.possible}}+\frac{\text{Phonemes No.correct}}{\text{No.possible}}+\frac{\text{Comp. No.correct}}{\text{No.possible}}\right)+.50\left(\frac{\text{Prod. Score}}{\text{Possible}}\right)\right]\times 100=\text{Total Score}$$

As can be seen, this procedure represents an attempt to standardize each subscale and to weight the Production section as the most important part of the test. By multiplying the total score which is a weighted percentage of the total test, the final score is based on a continuum of from 0 to 100.

The meaning of the Total Score may be interpreted by comparing any given score with the scores described in Table 4 below.

Score	Description	Level
85 to 100	Totally fluent English (or Spanish)	5
75 to 84	Near-fluent English (or Spanish)	4
65 to 74	Limited English (or Spanish) speaker	3
55 to 64	Non-English (or Spanish) speaker; apparent linguistic deficiencies	2
54 and below	Non-English (or Spanish) speaker; total linguistic deficiencies	1

Table 4. Normative Interpretation of LAS® Scores

Using the LAS® Group Summary Sheet

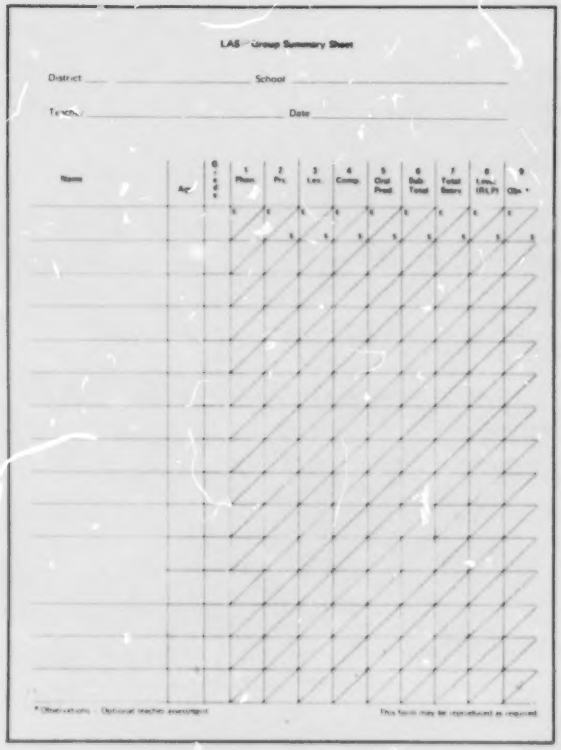
Once individual student scores have been calculated, these scores may be summarized on the LAS® Group Summary Sheet grouped according to age, grade, class, teacher, or school, as desired.

The LAS® Group Summary Sheet provides the following information (see Table 5):

1. Individual student raw scores for the LAS® subscales I-V. (Cols. 1-5)
2. Individual student total score. (Col. 7)
3. Individual student relative linguistic proficiency (RLP) when tested in both English and Spanish (Col. 8). For example, if a student's total scores in English and Spanish respectively were 87 and 66, then s/he would have a relative linguistic proficiency of 5/3.
4. Pragmatic observations (optional). (Col. 9)

Deciding What to do With the LAS® Results.

In addition to providing the various categories of information listed above, the LAS® scores may also be used to develop a plan of action. As shown in Table 1 above, each LAS® test item is cross-indexed with specific individual


LAS® Group Summary Sheet

District _____ School _____

Teacher _____ Date _____

Name	Age	Grade	1 Phon.	2 Pro.	3 Lex.	4 Comp.	5 Oral Prod.	6 Sub. Total	7 Total Score	8 Lim. (RLP)	9 Obs.*

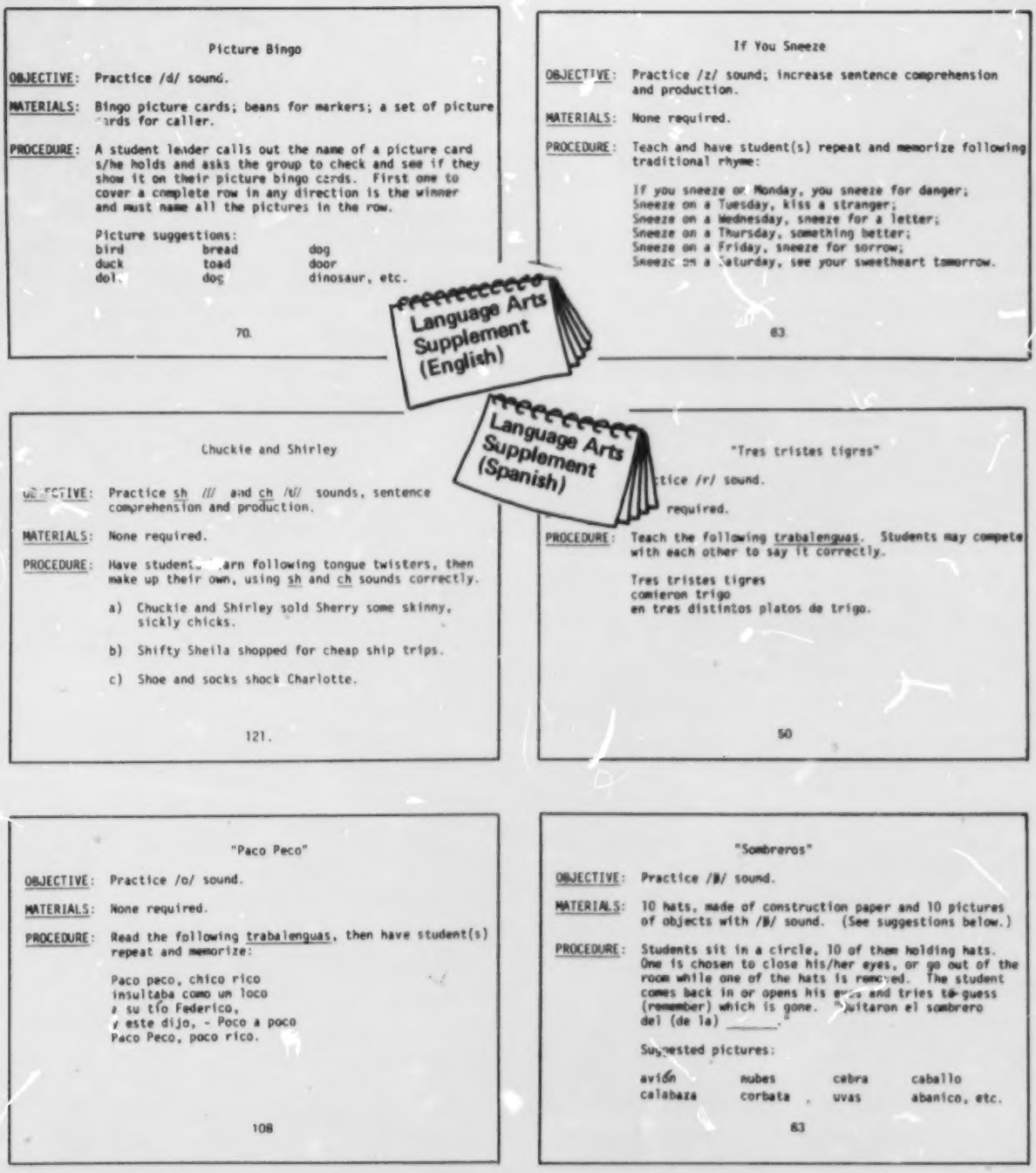

Picture Bingo
OBJECTIVE: Practice /d/ sound.
MATERIALS: Bingo picture cards; beans for markers; a set of picture cards for caller.
PROCEDURE: A student leader calls out the name of a picture card s/he holds and asks the group to check and see if they show it on their picture bingo cards. First one to cover a complete row in any direction is the winner and must name all the pictures in the row.
Picture suggestions:
bird bread dog
duck toad door
doll dog dinosaur, etc.
70.
If You Sneeze
OBJECTIVE: Practice /z/ sound; increase sentence comprehension and production.
MATERIALS: None required.
PROCEDURE: Teach and have student(s) repeat and memorize following traditional rhyme:
If you sneeze on Monday, you sneeze for danger;
Sneeze on a Tuesday, kiss a stranger;
Sneeze on a Wednesday, sneeze for a letter;
Sneeze on a Thursday, something better;
Sneeze on a Friday, sneeze for sorrow;
Sneeze on a Saturday, see your sweetheart tomorrow.
63
Language Arts Supplement (English)
Language Arts Supplement (Spanish)
Chuckie and Shirley
OBJECTIVE: Practice sh /ʃ/ and ch /tʃ/ sounds, sentence comprehension and production.
MATERIALS: None required.
PROCEDURE: Have student... learn following tongue twisters, then make up their own, using sh and ch sounds correctly.
a) Chuckie and Shirley sold Sherry some skinny, sickly chicks.
b) Shifty Sheila shopped for cheap ship trips.
c) Shoe and socks shock Charlotte.
121.
"Tres tristes tigres"
...tice /r/ sound.
... required.
PROCEDURE: Teach the following trabalenguas. Students may compete with each other to say it correctly.
Tres tristes tigres
comieron trigo
en tres distintos platos de trigo.
50
"Paco Peco"
OBJECTIVE: Practice /o/ sound.
MATERIALS: None required.
PROCEDURE: Read the following trabalenguas, then have student(s) repeat and memorize:
Paco peco, chico rico
insultaba como un loco
a su tío Federico,
y este dijo, - Poco a poco
Paco Peco, poco rico.
108
"Sombreros"
OBJECTIVE: Practice /b/ sound.
MATERIALS: 10 hats, made of construction paper and 10 pictures of objects with /b/ sound. (See suggestions below.)
PROCEDURE: Students sit in a circle, 10 of them holding hats. One is chosen to close his/her eyes, or go out of the room while one of the hats is removed. The student comes back in or opens his eyes and tries to guess (remember) which is gone. "Quitaron el sombrero del (de la) _____."
Suggested pictures:
avión nubes cebra caballo
calabaza corbata uvas abanico, etc.
63

Table 6 Examples of activities from the LAS® Language Arts Supplements

The extent to which the exercises have a salubrious effect would be revealed in a post-test using either single items or the total LAS®

Larger decisions or treatment implications with respect to group assignment can be made on the basis of total scores. Thus, as would be apparent, children scoring at Level 3 and below could certainly benefit from a programatic intervention which may be administered in groups.

By the same token, students scoring at Level 3 and above in Spanish could benefit and contribute to a Spanish maintenance/enrichment program utilizing the LAS® activities in Spanish.

LAS® Group Summary Sheet

District _____ School _____

Teacher _____ Date _____

Name	Age	Grade	1 Phon.	2 Prs.	3 Lex.	4 Comp.	5 Oral Prod.	6 Sub-Total	7 Total Score	8 Level (RLP)	9 Obs.*
			E / S	E / S	E / S	E / S	E / S	E / S	E / S	E / S	E / S

*Observations – Optional teacher assessment

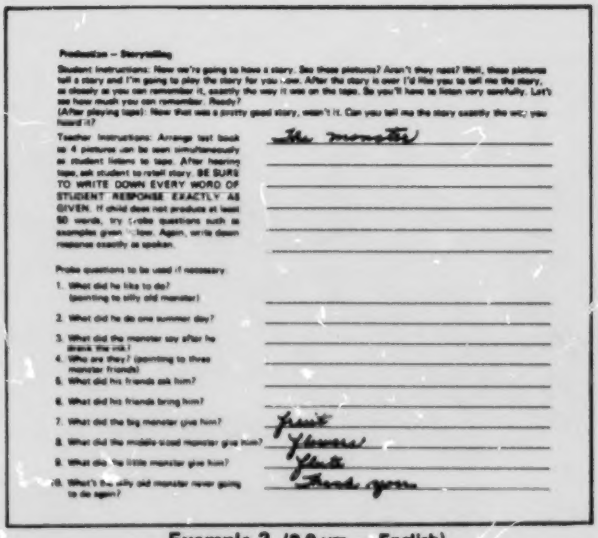
This form may be reproduced as required.

APPENDIX TO SCORING INSTRUCTIONS

Examples of the five levels
of production proficiency by age and language

LEVEL 1 — Minimal Production — English

At Level 1 the student produces only isolated words and expressions. While there are some differences across the age groups, they are very slight at this level of performance.



Production — Storytelling

Student Instructions: Now we're going to have a story. See these pictures? Aren't they neat? Well, these pictures tell a story and I'm going to play the story for you now. After the story is over I'd like you to tell me the story, as closely as you can remember it, exactly the way it was on the tape. So you'll have to listen very carefully. Let's see how much you can remember. Ready?
(After playing tape): Now that was a pretty good story, wasn't it. Can you tell me the story exactly the way you heard it?

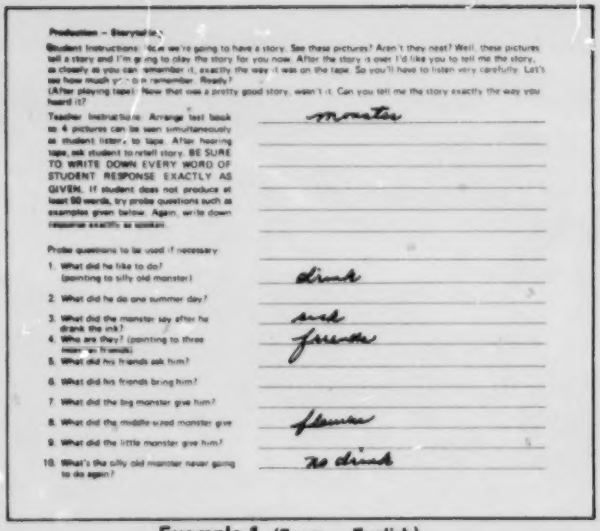
Teacher Instructions: Arrange test book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If child does not produce at least 50 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

The monster

Probe questions to be used if necessary:

1. What did he like to do? (pointing to silly old monster) —
2. What did he do one summer day? —
3. What did the monster say after he drank the ink? —
4. Who are they? (pointing to three monster friends) —
5. What did his friends ask him? —
6. What did his friends bring him? —
7. What did the big monster give him? fruit
8. What did the middle-sized monster give him? flowers
9. What did the little monster give him? fruit
10. What's the silly old monster never going to do again? thank you

Example 3 (8-9 yrs. — English)



Production — Storytelling

Student Instructions: Now we're going to have a story. See these pictures? Aren't they neat? Well, these pictures tell a story and I'm going to play the story for you now. After the story is over I'd like you to tell me the story, as closely as you can remember it, exactly the way it was on the tape. So you'll have to listen very carefully. Let's see how much you can remember. Ready?
(After playing tape): Now that was a pretty good story, wasn't it. Can you tell me the story exactly the way you heard it?

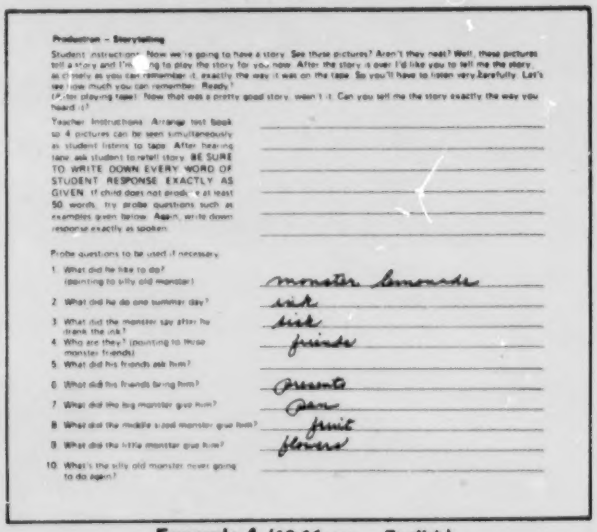
Teacher Instructions: Arrange test book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If student does not produce at least 50 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

monster

Probe questions to be used if necessary:

1. What did he like to do? (pointing to silly old monster) drink
2. What did he do one summer day? —
3. What did the monster say after he drank the ink? ank
4. Who are they? (pointing to three monster friends) friends
5. What did his friends ask him? —
6. What did his friends bring him? —
7. What did the big monster give him? —
8. What did the middle-sized monster give him? flowers
9. What did the little monster give him? —
10. What's the silly old monster never going to do again? no drink

Example 1 (5 yrs. — English)



Production — Storytelling

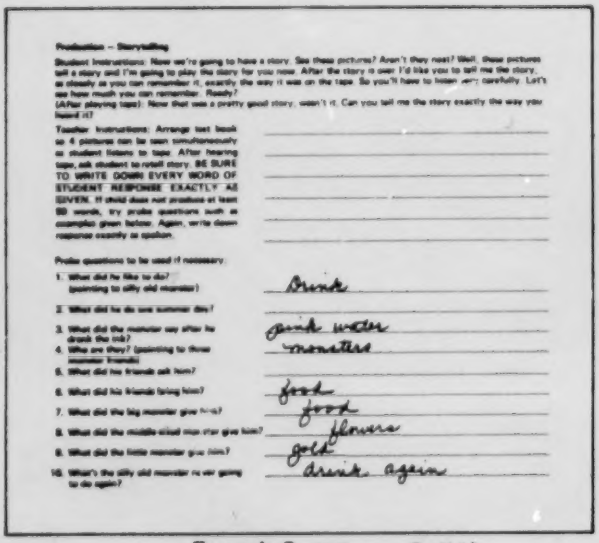
Student Instructions: Now we're going to have a story. See these pictures? Aren't they neat? Well, these pictures tell a story and I'm going to play the story for you now. After the story is over I'd like you to tell me the story, as closely as you can remember it, exactly the way it was on the tape. So you'll have to listen very carefully. Let's see how much you can remember. Ready?
(After playing tape): Now that was a pretty good story, wasn't it. Can you tell me the story exactly the way you heard it?

Teacher Instructions: Arrange test book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If child does not produce at least 50 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

Probe questions to be used if necessary:

1. What did he like to do? (pointing to silly old monster) monster lemonade
2. What did he do one summer day? sick
3. What did the monster say after he drank the ink? sick
4. Who are they? (pointing to three monster friends) friends
5. What did his friends ask him? —
6. What did his friends bring him? presents
7. What did the big monster give him? pen
8. What did the middle-sized monster give him? fruit
9. What did the little monster give him? flowers
10. What's the silly old monster never going to do again? —

Example 4 (10-11 yrs. — English)



Production — Storytelling

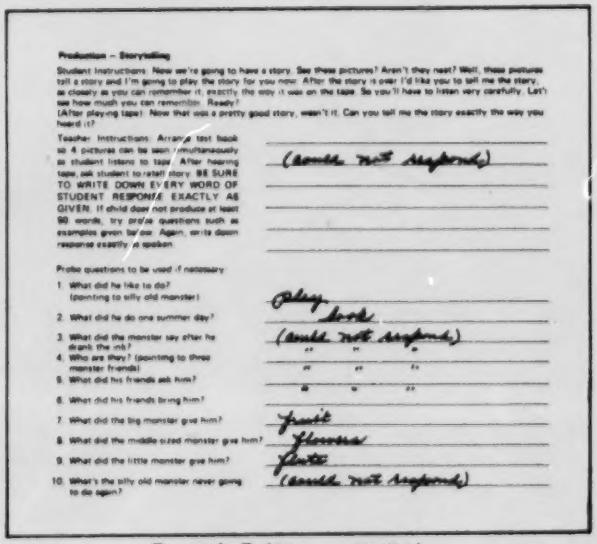
Student Instructions: Now we're going to have a story. See these pictures? Aren't they neat? Well, these pictures tell a story and I'm going to play the story for you now. After the story is over I'd like you to tell me the story, as closely as you can remember it, exactly the way it was on the tape. So you'll have to listen very carefully. Let's see how much you can remember. Ready?
(After playing tape): Now that was a pretty good story, wasn't it. Can you tell me the story exactly the way you heard it?

Teacher Instructions: Arrange test book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If child does not produce at least 50 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

Probe questions to be used if necessary:

1. What did he like to do? (pointing to silly old monster) Drink
2. What did he do one summer day? —
3. What did the monster say after he drank the ink? pink water
4. Who are they? (pointing to three monster friends) monsters
5. What did his friends ask him? —
6. What did his friends bring him? food
7. What did the big monster give him? food
8. What did the middle-sized monster give him? flowers
9. What did the little monster give him? gold
10. What's the silly old monster never going to do again? drink. again

Example 2 (6-7 yrs. — English)



Production — Storytelling

Student Instructions: Now we're going to have a story. See these pictures? Aren't they neat? Well, these pictures tell a story and I'm going to play the story for you now. After the story is over I'd like you to tell me the story, as closely as you can remember it, exactly the way it was on the tape. So you'll have to listen very carefully. Let's see how much you can remember. Ready?
(After playing tape): Now that was a pretty good story, wasn't it. Can you tell me the story exactly the way you heard it?

Teacher Instructions: Arrange test book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If child does not produce at least 50 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

(could not respond)

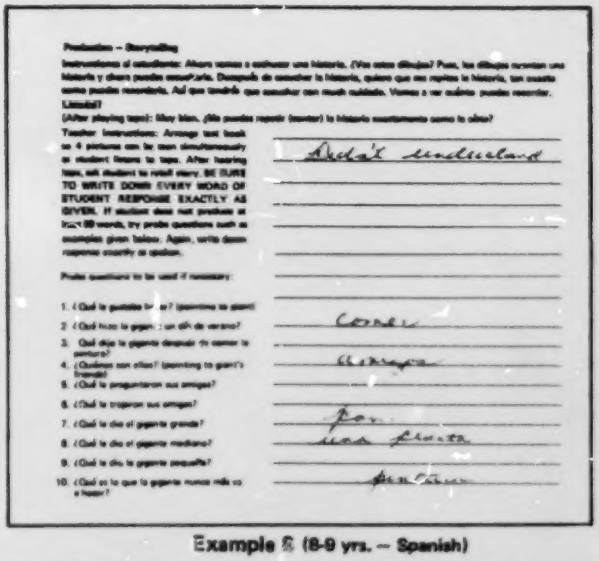
Probe questions to be used if necessary:

1. What did he like to do? (pointing to silly old monster) play, book
2. What did he do one summer day? —
3. What did the monster say after he drank the ink? (could not respond)
4. Who are they? (pointing to three monster friends) " " "
5. What did his friends ask him? " " "
6. What did his friends bring him? —
7. What did the big monster give him? fruit
8. What did the middle-sized monster give him? flowers
9. What did the little monster give him? plate
10. What's the silly old monster never going to do again? (could not respond)

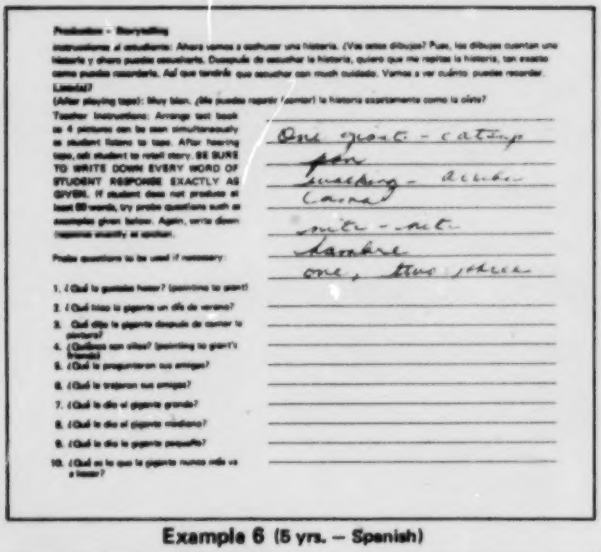
Example 5 (12 yrs. — English)

LEVEL 1 – Minimal Production – Spanish

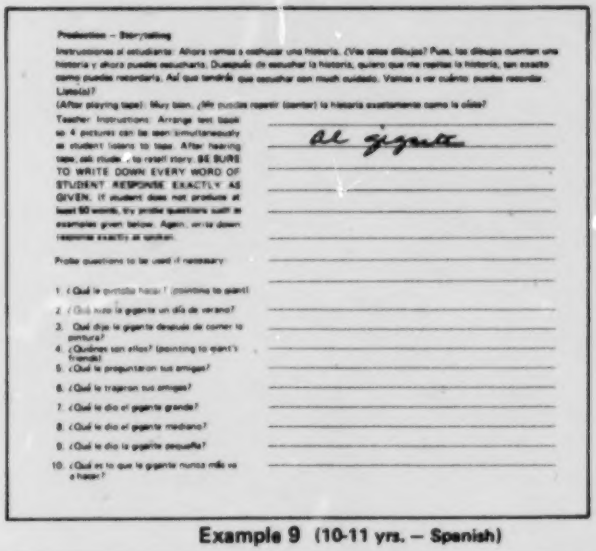
At Level 1 the student produces only isolated words and expressions. While there are some differences across the age groups, they are very slight at this level of performance.



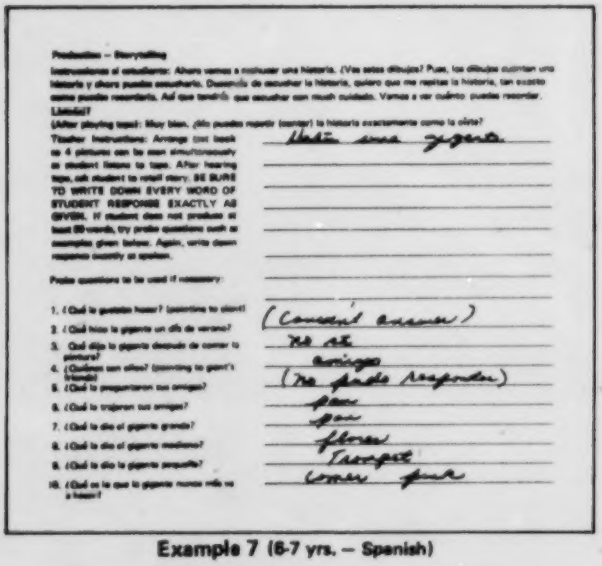
Example 8 (8-9 yrs. – Spanish)



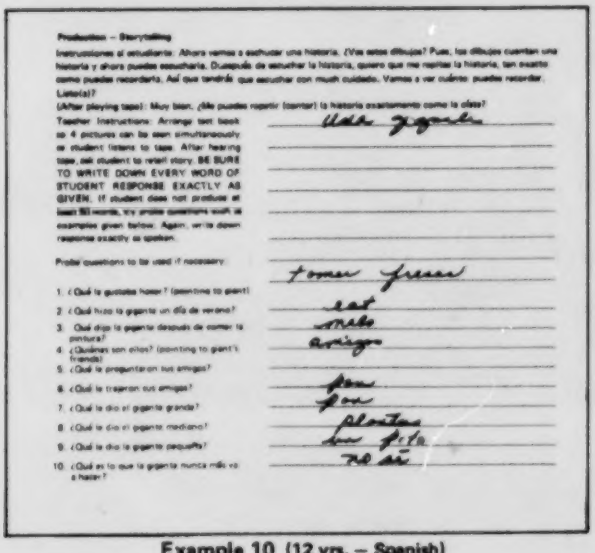
Example 6 (5 yrs. – Spanish)



Example 9 (10-11 yrs. – Spanish)



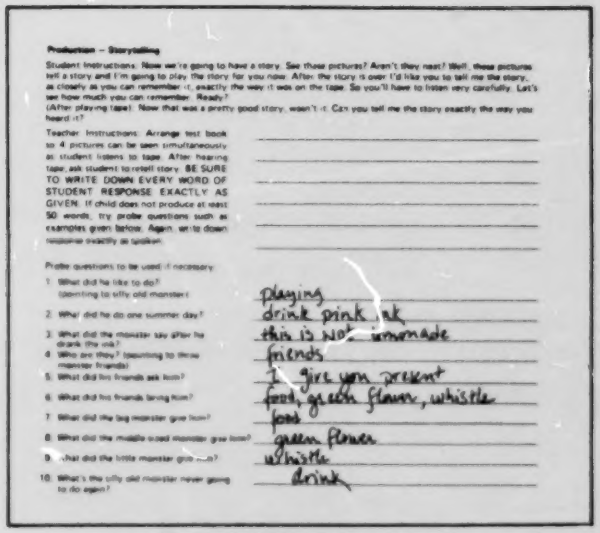
Example 7 (6-7 yrs. – Spanish)



Example 10 (12 yrs. – Spanish)

LEVEL 2. — Fragmented Production — English

At Level 2 a few phrases and fragmented or very simple sentences are produced. Sentences are usually incoherent and may be difficult to associate with the storyline.



Production — Storytelling

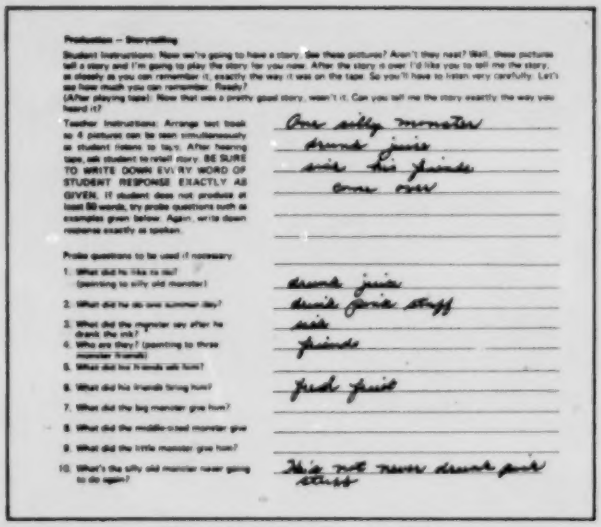
Student Instructions: Now we're going to have a story. See these pictures? Aren't they neat? Well, these pictures tell a story and I'm going to play the story for you now. After the story is over I'd like you to tell me the story, as closely as you can remember it, exactly the way it was on the tape. So you'll have to listen very carefully. Let's see how much you can remember. Ready?
(After playing tape) Now that was a pretty good story, wasn't it. Can you tell me the story exactly the way you heard it?

Teacher Instructions: Arrange test book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If child does not produce at least 50 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

Probe questions to be used if necessary:

1. What did he like to do? (pointing to silly old monster) — playing
2. What did he do one summer day? — drink pink ink
3. What did the monster say after he drank the ink? — this is not lemonade
4. Who are they? (pointing to three monster friends) — friends
5. What did his friends ask him? — I give you present
6. What did his friends bring him? — food, green flower, whistle
7. What did the big monster give him? — food
8. What did the middle-sized monster give him? — green flower
9. What did the little monster give him? — whistle
10. What's the silly old monster never going to do again? — drink

Example 13 (8-9 yrs. — English)



Production — Storytelling

Student Instructions: Now we're going to have a story. See these pictures? Aren't they neat? Well, these pictures tell a story and I'm going to play the story for you now. After the story is over I'd like you to tell me the story, as closely as you can remember it, exactly the way it was on the tape. So you'll have to listen very carefully. Let's see how much you can remember. Ready?
(After playing tape) Now that was a pretty good story, wasn't it. Can you tell me the story exactly the way you heard it?

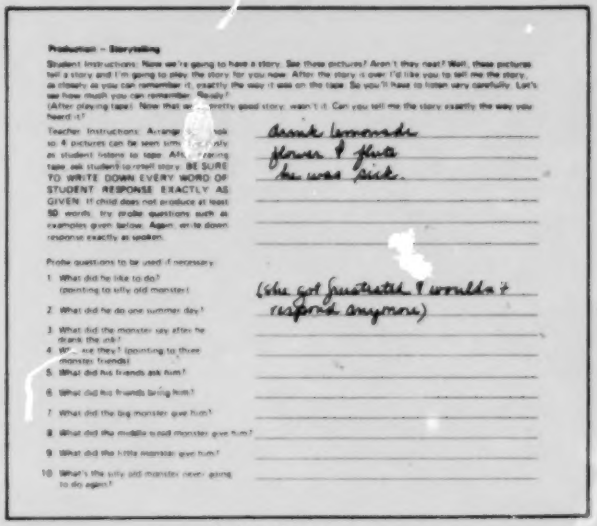
Teacher Instructions: Arrange test book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If child does not produce at least 50 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

Probe questions to be used if necessary:

1. What did he like to do? (pointing to silly old monster) — one silly monster
2. What did he do one summer day? — drank juice
3. What did the monster say after he drank the ink? — with his friends
4. Who are they? (pointing to three monster friends) — one over
5. What did his friends ask him? —
6. What did his friends bring him? —
7. What did the big monster give him? —
8. What did the middle-sized monster give him? —
9. What did the little monster give him? —
10. What's the silly old monster never going to do again? —

drank juice
drank juice stuff
with
friends
fruit fruit
this not never drank pink stuff

Example 11 (5 yrs. — English)



Production — Storytelling

Student Instructions: Now we're going to have a story. See these pictures? Aren't they neat? Well, these pictures tell a story and I'm going to play the story for you now. After the story is over I'd like you to tell me the story, as closely as you can remember it, exactly the way it was on the tape. So you'll have to listen very carefully. Let's see how much you can remember. Ready?
(After playing tape) Now that was a pretty good story, wasn't it. Can you tell me the story exactly the way you heard it?

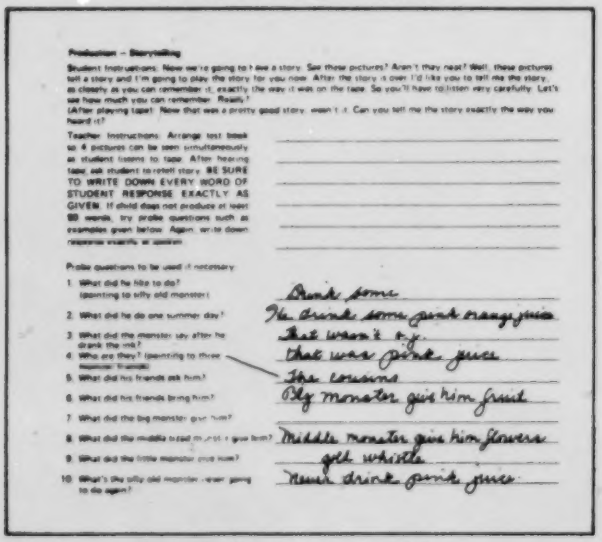
Teacher Instructions: Arrange test book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If child does not produce at least 50 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

Probe questions to be used if necessary:

1. What did he like to do? (pointing to silly old monster) — (she got frustrated & wouldn't respond anymore)
2. What did he do one summer day? —
3. What did the monster say after he drank the ink? —
4. Who are they? (pointing to three monster friends) —
5. What did his friends ask him? —
6. What did his friends bring him? —
7. What did the big monster give him? —
8. What did the middle-sized monster give him? —
9. What did the little monster give him? —
10. What's the silly old monster never going to do again? —

drank lemonade
flower & flute
he was sick.

Example 14 (10-11 yrs. — English)



Production — Storytelling

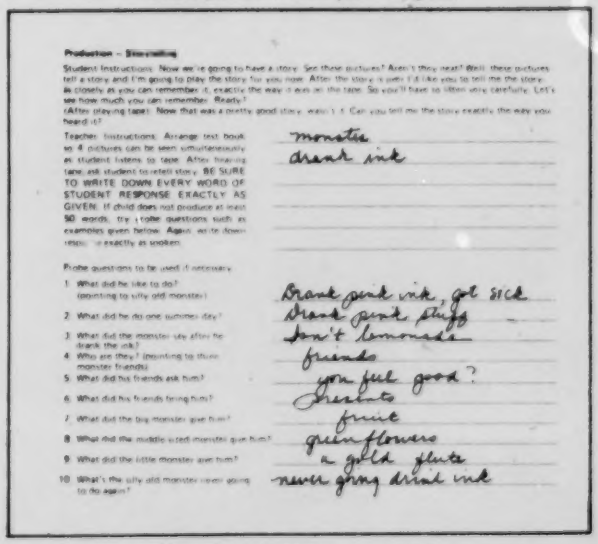
Student Instructions: Now we're going to have a story. See these pictures? Aren't they neat? Well, these pictures tell a story and I'm going to play the story for you now. After the story is over I'd like you to tell me the story, as closely as you can remember it, exactly the way it was on the tape. So you'll have to listen very carefully. Let's see how much you can remember. Ready?
(After playing tape) Now that was a pretty good story, wasn't it. Can you tell me the story exactly the way you heard it?

Teacher Instructions: Arrange test book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If child does not produce at least 50 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

Probe questions to be used if necessary:

1. What did he like to do? (pointing to silly old monster) — Drink some
2. What did he do one summer day? — He drink some pink orange juice
3. What did the monster say after he drank the ink? — that wasn't it.
4. Who are they? (pointing to three monster friends) — that was pink juice
5. What did his friends ask him? — The cousins
6. What did his friends bring him? — Big Monster give him fruit
7. What did the big monster give him? —
8. What did the middle-sized monster give him? — Middle monster give him flowers
9. What did the little monster give him? — gold whistle
10. What's the silly old monster never going to do again? — Never drink pink juice

Example 12 (6-7 yrs. — English)



Production — Storytelling

Student Instructions: Now we're going to have a story. See these pictures? Aren't they neat? Well, these pictures tell a story and I'm going to play the story for you now. After the story is over I'd like you to tell me the story, as closely as you can remember it, exactly the way it was on the tape. So you'll have to listen very carefully. Let's see how much you can remember. Ready?
(After playing tape) Now that was a pretty good story, wasn't it. Can you tell me the story exactly the way you heard it?

Teacher Instructions: Arrange test book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If child does not produce at least 50 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

Probe questions to be used if necessary:

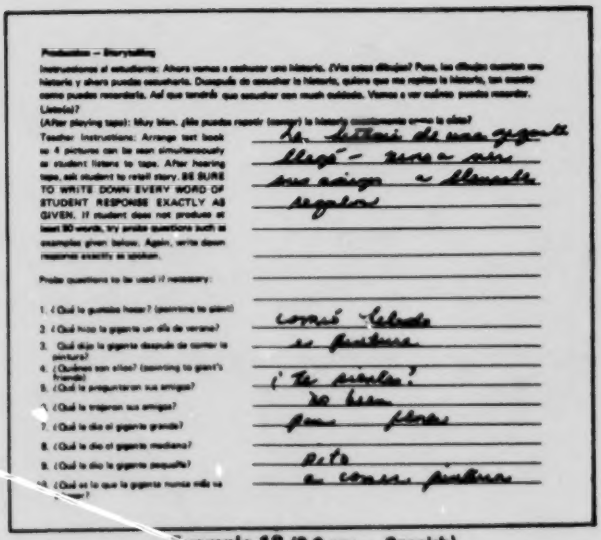
1. What did he like to do? (pointing to silly old monster) — Drank pink ink, got sick
2. What did he do one summer day? — Drank pink stuff
3. What did the monster say after he drank the ink? — Isn't lemonade
4. Who are they? (pointing to three monster friends) — friends
5. What did his friends ask him? — you feel good?
6. What did his friends bring him? — Presents
7. What did the big monster give him? — fruit
8. What did the middle-sized monster give him? — green flowers
9. What did the little monster give him? — a gold flute
10. What's the silly old monster never going to do again? — never going drink ink

monstie
drank ink

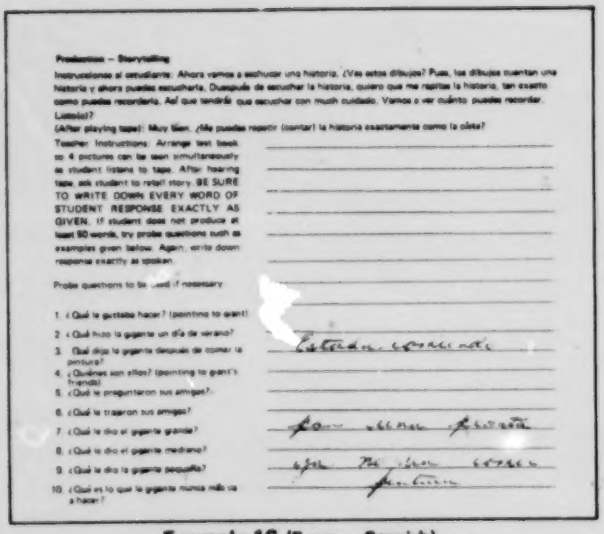
Example 15 (12 yrs. — English)

LEVEL 2 — Fragmented Production — Spanish

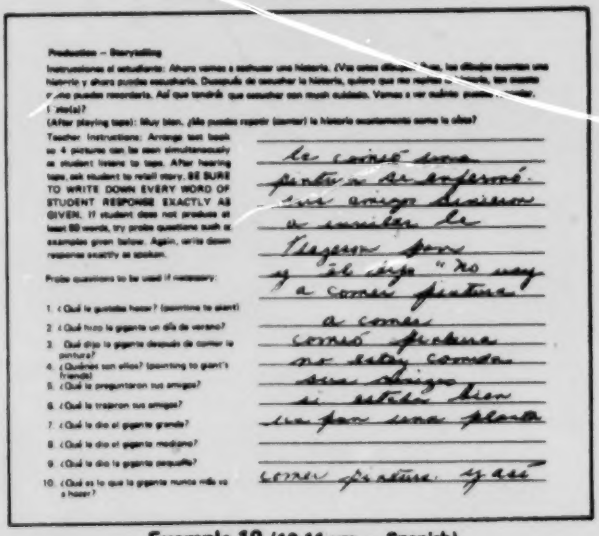
At Level 2 a few phrases and fragmented or very simple sentences are produced. Sentences are usually incoherent and may be difficult to associate with the storyline.



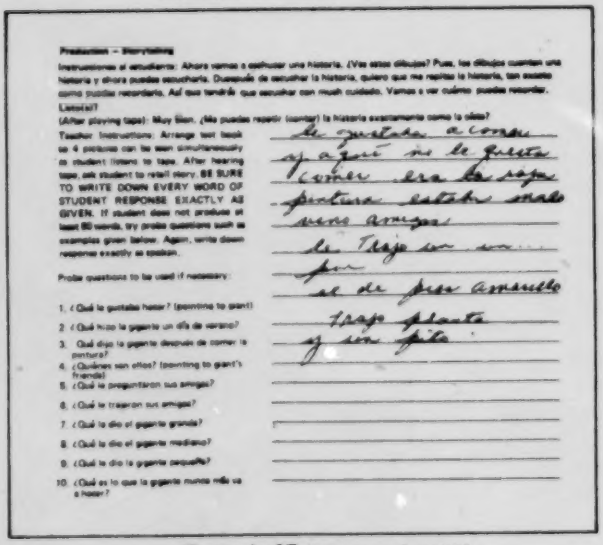
Example 18 (8-9 yrs. — Spanish)



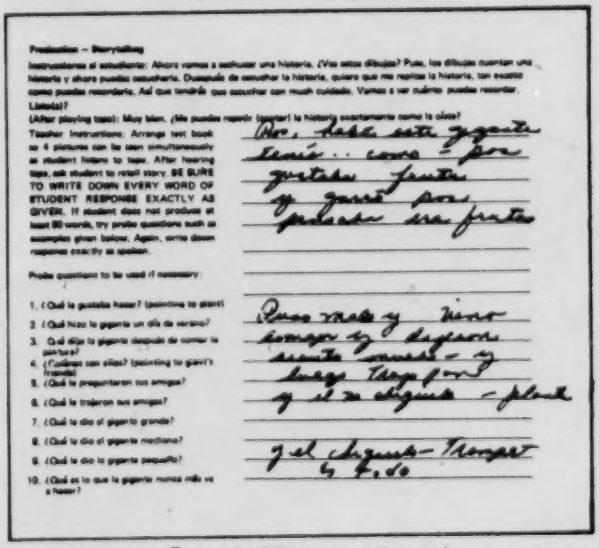
Example 16 (5 yrs. — Spanish)



Example 19 (10-11 yrs. — Spanish)



Example 17 (6-7 yrs. — Spanish)

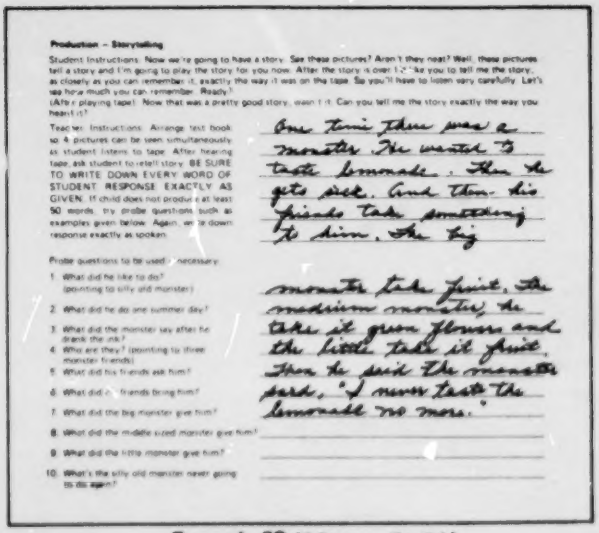


Example 20 (12 yrs. — Spanish)

LEVEL 3 – Labored Production – English

At Level 3 complete sentences are produced with systematic errors in syntax and fact. Sentences are longer and more coherent than in Level 2, and, as in both Levels 1 and 2, there may be slight developmental differences.

The most salient characteristic of Level 3 is that the sentences, although more coherent than in Level 2, are still somewhat awkward and syntactic errors tend to repeat themselves. Thus while the student may be able to produce all of the vocabulary and facts necessary to retell the story, s/he still has difficulty in combining the words with the same facility as that of the native speaker.



Production – Storytelling

Student Instructions: Now we're going to have a story. See these pictures? Aren't they neat? Well, these pictures tell a story and I'm going to play the story for you now. After the story is over I'd like you to tell me the story as closely as you can remember it, exactly the way it was on the tape. So you'll have to listen very carefully. Let's see how much you can remember. Ready?
(After playing tape): Now that was a pretty good story, wasn't it. Can you tell me the story exactly the way you heard it?

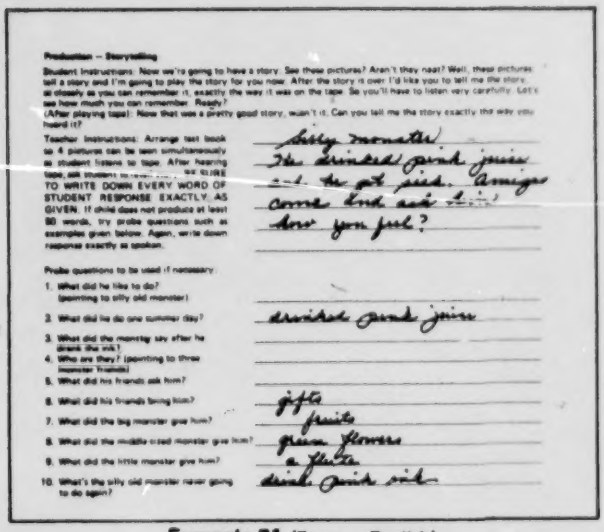
Teacher Instructions: Arrange test book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If child does not produce at least 50 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

One time there was a monster. He wanted to taste lemonade. Then he gets sick. And then his friends take something to him. The big monster take fruit. The medium monster, he take it green flowers and the little take it fruit. Then he said the monster said, "I never taste the lemonade no more."

Probe questions to be used if necessary:

1. What did he like to do? (pointing to silly old monster)
2. What did he do one summer day?
3. What did the monster say after he drank the ink?
4. Who are they? (pointing to three monster friends)
5. What did his friends ask him?
6. What did his friends bring him?
7. What did the big monster give him?
8. What did the middle sized monster give him?
9. What did the little monster give him?
10. What's the silly old monster never going to do again?

Example 23 (8-9 yrs. – English)



Production – Storytelling

Student Instructions: Now we're going to have a story. See these pictures? Aren't they neat? Well, these pictures tell a story and I'm going to play the story for you now. After the story is over I'd like you to tell me the story as closely as you can remember it, exactly the way it was on the tape. So you'll have to listen very carefully. Let's see how much you can remember. Ready?
(After playing tape): Now that was a pretty good story, wasn't it. Can you tell me the story exactly the way you heard it?

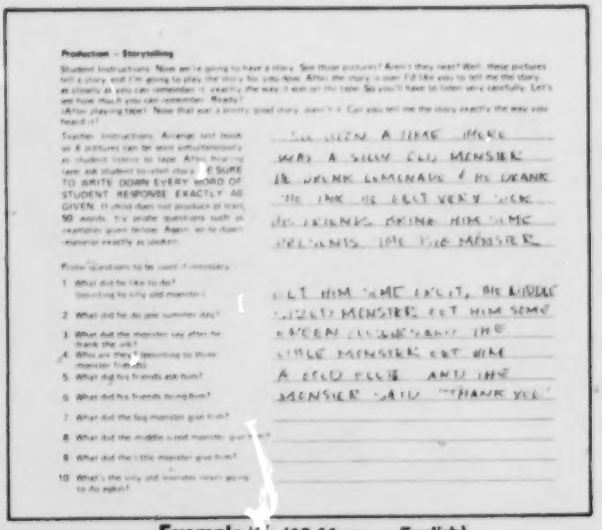
Teacher Instructions: Arrange test book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If child does not produce at least 50 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

Silly monster. He drinked pink juice and he got sick. Amigos come and ask him, how you feel?

Probe questions to be used if necessary:

1. What did he like to do? (pointing to silly old monster)
2. What did he do one summer day? drinked pink juice
3. What did the monster say after he drank the ink?
4. Who are they? (pointing to three monster friends)
5. What did his friends ask him?
6. What did his friends bring him? gifts fruits
7. What did the big monster give him?
8. What did the middle sized monster give him? green flowers
9. What did the little monster give him? a flute
10. What's the silly old monster never going to do again? drink pink sick

Example 21 (5 yrs. – English)



Production – Storytelling

Student Instructions: Now we're going to have a story. See these pictures? Aren't they neat? Well, these pictures tell a story and I'm going to play the story for you now. After the story is over I'd like you to tell me the story as closely as you can remember it, exactly the way it was on the tape. So you'll have to listen very carefully. Let's see how much you can remember. Ready?
(After playing tape): Now that was a pretty good story, wasn't it. Can you tell me the story exactly the way you heard it?

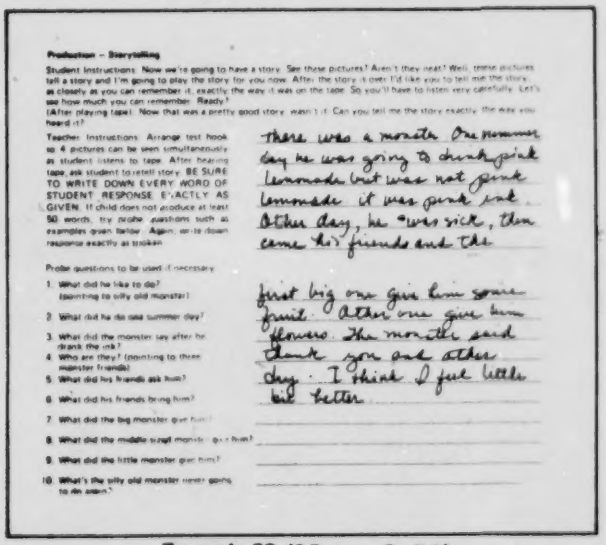
Teacher Instructions: Arrange test book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If child does not produce at least 50 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

ONCE UPON A TIME THERE WAS A SILLY OLD MONSTER HE DRANK LEMONADE & HE DRANK THE INK HE FELT VERY SICK HIS FRIENDS BRING HIM SOME PRESENTS HIS FRIENDS LOVE THE MONSTER.

Probe questions to be used if necessary:

1. What did he like to do? (pointing to silly old monster)
2. What did he do one summer day? LET HIM SOME DRINK, THE MIDDLE SIZED MONSTER GET HIM SOME
3. What did the monster say after he drank the ink? SEEN FEELING VERY SICK THE
4. Who are they? (pointing to three monster friends) LITTLE MONSTER GET HIM
5. What did his friends ask him? A GOOD FLUTE AND THE
6. What did his friends bring him? MONSTER SAID "THANK YOU"
7. What did the big monster give him?
8. What did the middle sized monster give him?
9. What did the little monster give him?
10. What's the silly old monster never going to do again?

Example 24 (10-11 yrs. – English)



Production – Storytelling

Student Instructions: Now we're going to have a story. See these pictures? Aren't they neat? Well, these pictures tell a story and I'm going to play the story for you now. After the story is over I'd like you to tell me the story as closely as you can remember it, exactly the way it was on the tape. So you'll have to listen very carefully. Let's see how much you can remember. Ready?
(After playing tape): Now that was a pretty good story, wasn't it. Can you tell me the story exactly the way you heard it?

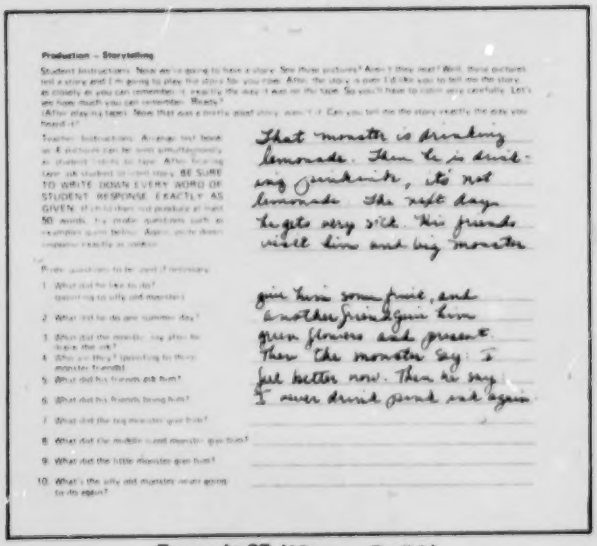
Teacher Instructions: Arrange test book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If child does not produce at least 50 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

There was a monste. One summer day he was going to drink pink lemonade but was not pink lemonade it was pink ink. Other day, he was sick, then came his friends and the first big one give him some fruit. After one give him flowers. The monstr said thank you and other day. I think I fel little bit better.

Probe questions to be used if necessary:

1. What did he like to do? (pointing to silly old monster)
2. What did he do one summer day?
3. What did the monster say after he drank the ink?
4. Who are they? (pointing to three monster friends)
5. What did his friends ask him?
6. What did his friends bring him?
7. What did the big monster give him?
8. What did the middle sized monster give him?
9. What did the little monster give him?
10. What's the silly old monster never going to do again?

Example 22 (6-7 yrs. – English)



Production – Storytelling

Student Instructions: Now we're going to have a story. See these pictures? Aren't they neat? Well, these pictures tell a story and I'm going to play the story for you now. After the story is over I'd like you to tell me the story as closely as you can remember it, exactly the way it was on the tape. So you'll have to listen very carefully. Let's see how much you can remember. Ready?
(After playing tape): Now that was a pretty good story, wasn't it. Can you tell me the story exactly the way you heard it?

Teacher Instructions: Arrange test book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If child does not produce at least 50 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

That monster is drinking lemonade. Then he is drinking pink ink, it's not lemonade. The next days he gets very sick. His friends visit him and big monster give him some fruit, and another friend give him green flowers and present. Then the monster say: I fel better now. Then he say: I never drink pink ink again.

Probe questions to be used if necessary:

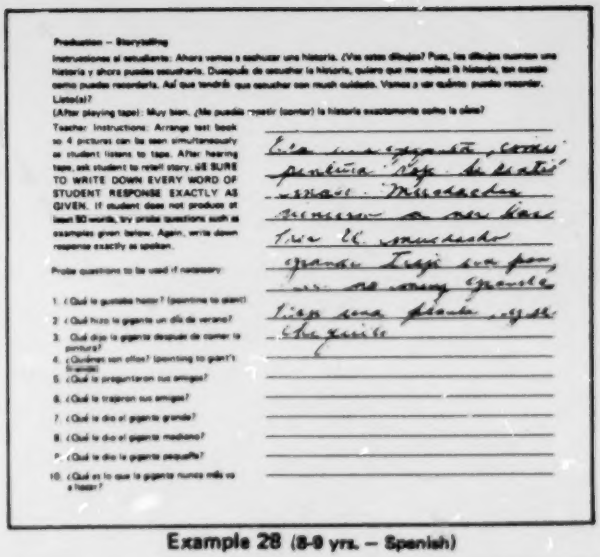
1. What did he like to do? (pointing to silly old monster)
2. What did he do one summer day?
3. What did the monster say after he drank the ink?
4. Who are they? (pointing to three monster friends)
5. What did his friends ask him?
6. What did his friends bring him?
7. What did the big monster give him?
8. What did the middle sized monster give him?
9. What did the little monster give him?
10. What's the silly old monster never going to do again?

Example 25 (12 yrs. – English)

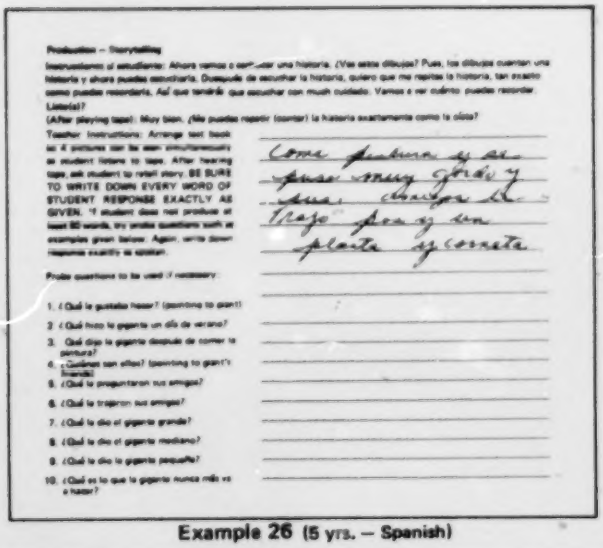
LEVEL 3 – Labored Production – Spanish

At Level 3 complete sentences are produced with systematic errors in syntax and fact. Sentences are longer and more coherent than in Level 2, and, as in both Levels 1 and 2, there may be slight develmental differences.

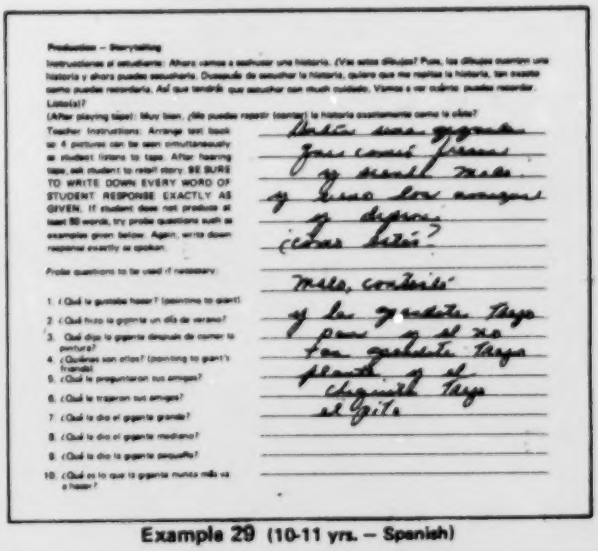
The most salient characteristic of Level 3 is that the sentences, although more coherent than in Level 2, are still somewhat awkward and syntactic errors tend to repeat themselves. Thus while the student may be able to produce all of the vocabulary and facts necessary to retell the story, s/he still has difficulty in combining the words with the same facility as that of the native speaker.



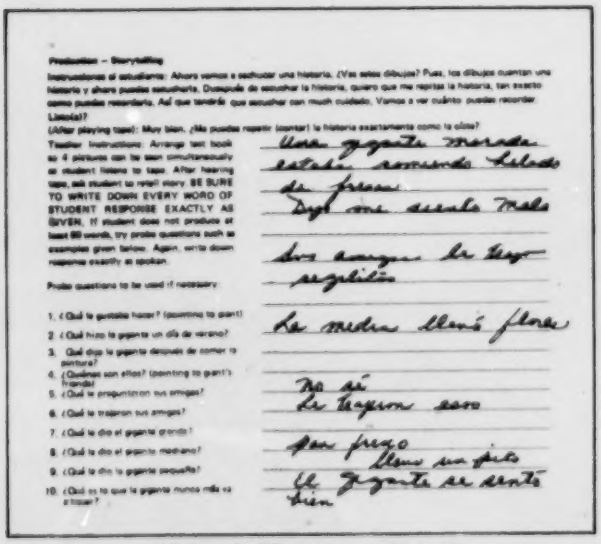
Example 28 (8-9 yrs. – Spanish)



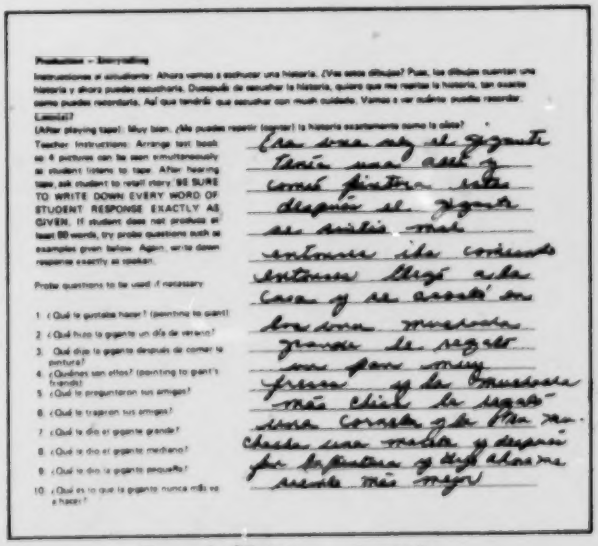
Example 26 (5 yrs. – Spanish)



Example 29 (10-11 yrs. – Spanish)



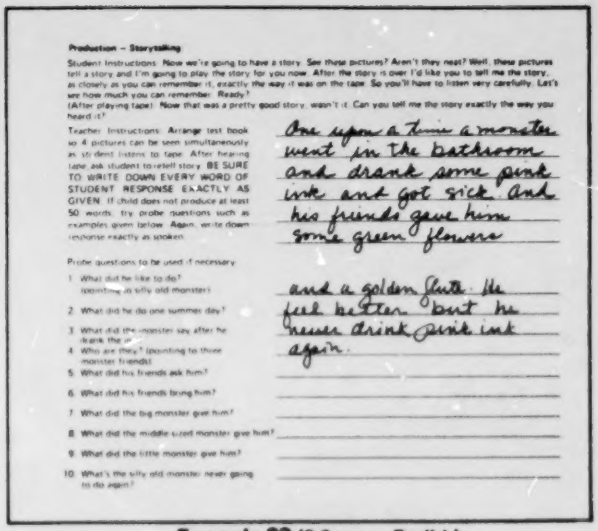
Example 27 (6-7 yrs. – Spanish)



Example 30 (12 yrs. – Spanish)

LEVEL 4 — Near Perfect Production — English

At Level 4 the student produces coherent sentences with native-like fluency, with only an occasional error in either syntax, vocabulary or story content.



Production — Storytelling

Student Instructions: Now we're going to have a story. See those pictures? Aren't they neat? Well, these pictures tell a story and I'm going to play the story for you now. After the story is over I'd like you to tell me the story, as closely as you can remember it, exactly the way it was on the tape. So you'll have to listen very carefully. Let's see how much you can remember. Ready?
(After playing tape): Now that was a pretty good story, wasn't it. Can you tell me the story exactly the way you heard it?

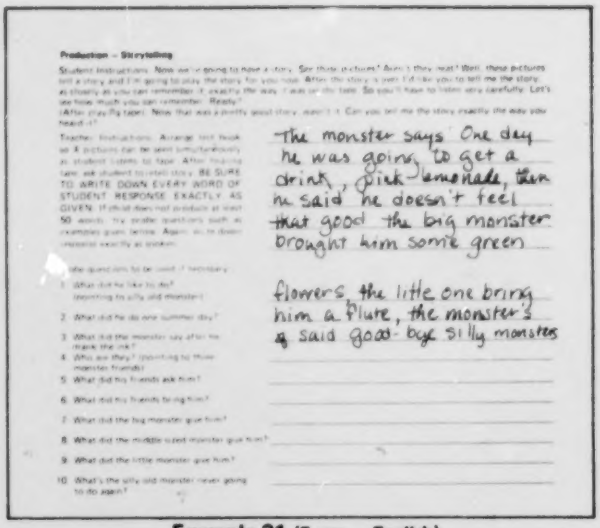
Teacher Instructions: Arrange test book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If child does not produce at least 50 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

Once upon a time a monster went in the bathroom and drank some pink ink and got sick. And his friends gave him some green flowers

Probe questions to be used if necessary:

1. What did he like to do? (pointing to silly old monster) — and a golden flute. He
2. What did he do one summer day? — feel better. But he
3. What did the monster say after he drank the ink? — never drink pink ink
4. Who are they? (pointing to three monster friends) — again.
5. What did his friends ask him?
6. What did his friends bring him?
7. What did the big monster give him?
8. What did the middle sized monster give him?
9. What did the little monster give him?
10. What's the silly old monster never going to do again?

Example 33 (8-9 yrs. — English)



Production — Storytelling

Student Instructions: Now we're going to have a story. See those pictures? Aren't they neat? Well, these pictures tell a story and I'm going to play the story for you now. After the story is over I'd like you to tell me the story, as closely as you can remember it, exactly the way it was on the tape. So you'll have to listen very carefully. Let's see how much you can remember. Ready?
(After playing tape): Now that was a pretty good story, wasn't it. Can you tell me the story exactly the way you heard it?

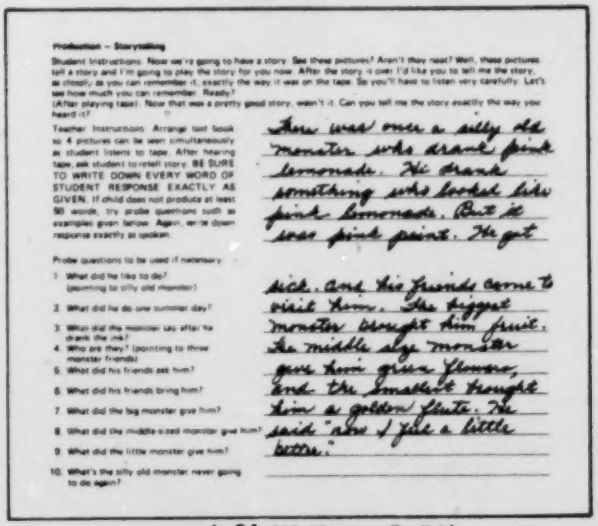
Teacher Instructions: Arrange test book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If child does not produce at least 50 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

The monster says One day he was going to get a drink, pink lemonade, then he said he doesn't feel that good the big monster brought him some green

Probe questions to be used if necessary:

1. What did he like to do? (pointing to silly old monster) — flowers, the little one bring
2. What did he do one summer day? — him a flute, the monster's
3. What did the monster say after he drank the ink? — said good-bye silly monster
4. Who are they? (pointing to three monster friends)
5. What did his friends ask him?
6. What did his friends bring him?
7. What did the big monster give him?
8. What did the middle sized monster give him?
9. What did the little monster give him?
10. What's the silly old monster never going to do again?

Example 31 (5 yrs. — English)



Production — Storytelling

Student Instructions: Now we're going to have a story. See those pictures? Aren't they neat? Well, these pictures tell a story and I'm going to play the story for you now. After the story is over I'd like you to tell me the story, as closely as you can remember it, exactly the way it was on the tape. So you'll have to listen very carefully. Let's see how much you can remember. Ready?
(After playing tape): Now that was a pretty good story, wasn't it. Can you tell me the story exactly the way you heard it?

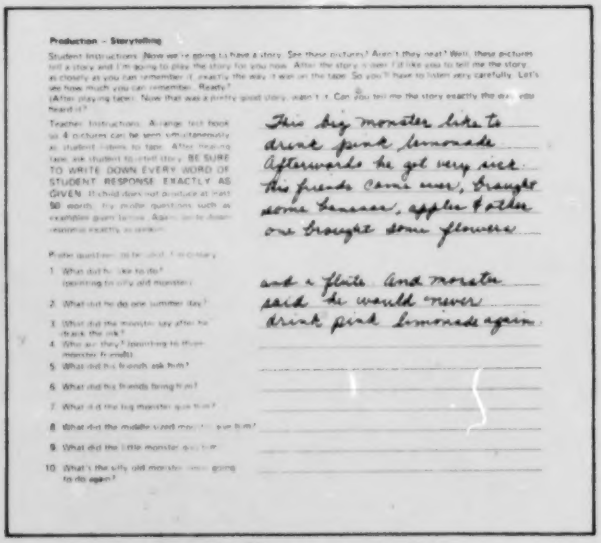
Teacher Instructions: Arrange test book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If child does not produce at least 50 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

Now was once a silly old monster who drank pink lemonade. He drank something who looked like pink lemonade. But it was pink paint. He got

Probe questions to be used if necessary:

1. What did he like to do? (pointing to silly old monster) — sick. And his friends came to
2. What did he do one summer day? — visit him. The bigest
3. What did the monster say after he drank the ink? — monster brought him fruit.
4. Who are they? (pointing to three monster friends) — The middle size monster
5. What did his friends ask him? — gave him green flowers,
6. What did his friends bring him? — and the smallest brought
7. What did the big monster give him? — him a golden flute. He
8. What did the middle sized monster give him? — said "now I fele a little
9. What did the little monster give him? — better."
10. What's the silly old monster never going to do again?

Example 34 (10-11 yrs. — English)



Production — Storytelling

Student Instructions: Now we're going to have a story. See those pictures? Aren't they neat? Well, these pictures tell a story and I'm going to play the story for you now. After the story is over I'd like you to tell me the story, as closely as you can remember it, exactly the way it was on the tape. So you'll have to listen very carefully. Let's see how much you can remember. Ready?
(After playing tape): Now that was a pretty good story, wasn't it. Can you tell me the story exactly the way you heard it?

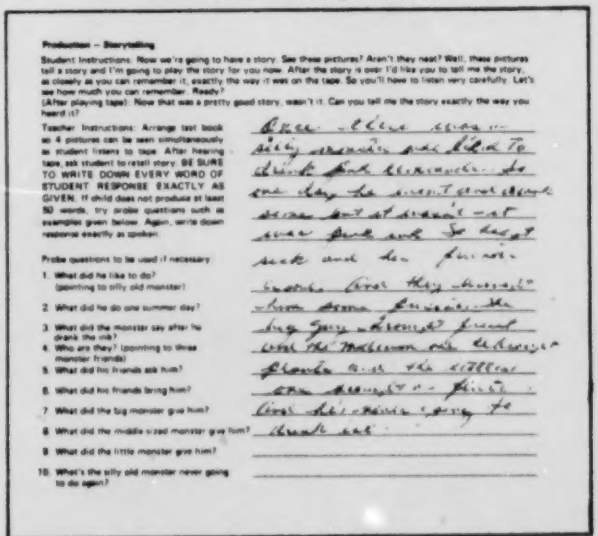
Teacher Instructions: Arrange test book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If child does not produce at least 50 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

This big monster like to drink pink lemonade Afterwards he got very sick. His friends came over, brought some bananas, apples & other one brought some flowers

Probe questions to be used if necessary:

1. What did he like to do? (pointing to silly old monster) — and a flute. And monster
2. What did he do one summer day? — said he would never
3. What did the monster say after he drank the ink? — drink pink lemonade again.
4. Who are they? (pointing to three monster friends)
5. What did his friends ask him?
6. What did his friends bring him?
7. What did the big monster give him?
8. What did the middle sized monster give him?
9. What did the little monster give him?
10. What's the silly old monster never going to do again?

Example 32 (6-7 yrs. — English)



Production — Storytelling

Student Instructions: Now we're going to have a story. See those pictures? Aren't they neat? Well, these pictures tell a story and I'm going to play the story for you now. After the story is over I'd like you to tell me the story, as closely as you can remember it, exactly the way it was on the tape. So you'll have to listen very carefully. Let's see how much you can remember. Ready?
(After playing tape): Now that was a pretty good story, wasn't it. Can you tell me the story exactly the way you heard it?

Teacher Instructions: Arrange test book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If child does not produce at least 50 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

Once there was a silly monster who liked to drink pink lemonade. He one day he went to a store and got some pink ink so he got sick and he fainted sick and he fainted.

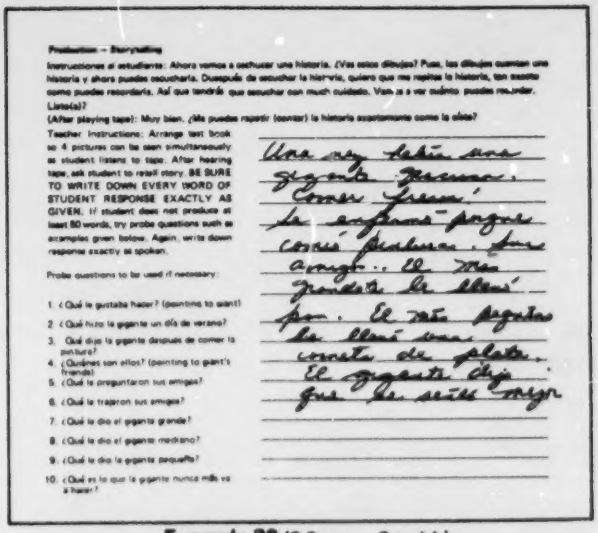
Probe questions to be used if necessary:

1. What did he like to do? (pointing to silly old monster) — Besides liked to drink
2. What did he do one summer day? — pink lemonade. He
3. What did the monster say after he drank the ink? — had a big fancy afternoon tea
4. Who are they? (pointing to three monster friends) — with his monster old friends
5. What did his friends ask him? — Gloria and the little one
6. What did his friends bring him? — one brought a flute.
7. What did the big monster give him? — Then he went home to
8. What did the middle sized monster give him? — drink ink
9. What did the little monster give him?
10. What's the silly old monster never going to do again?

Example 35 (12 yrs. — English)

LEVEL 4 — Near Perfect Production — Spanish

At Level 4 the student produces coherent sentences with native-like fluency, with only an occasional error in either syntax, vocabulary or story content.



Production — Storytelling

Instrucciones al estudiante: Ahora vamos a escuchar una historia. ¿Ves estos dibujos? Pues, los dibujos cuentan una historia y ahora puedes escucharla. Después de escuchar la historia, quiero que me repitas la historia, tan exacto como puedes recordarla. Así que tendrás que escuchar con much cuidado. Vamos a ver cuánto puedes recordar.

Listo(a)?

(After playing tape): Muy bien. ¿Me puedes repetir (contar) la historia exactamente como la oíste?

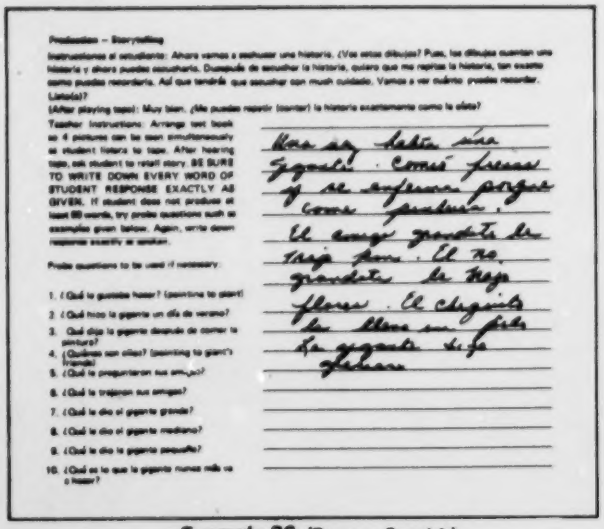
Teacher Instructions: Arrange text book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If student does not produce at least 80 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

Probe questions to be used if necessary:

1. ¿Qué le gustaba hacer? (pointing to giant)
2. ¿Qué hizo la gigante un día de verano?
3. Qué dijo la gigante después de comer la pintura?
4. ¿Quiénes son ellos? (pointing to giant's friends)
5. ¿Qué le preguntaron sus amigos?
6. ¿Qué le trajeron sus amigos?
7. ¿Qué le dio el gigante grande?
8. ¿Qué le dio el gigante mediano?
9. ¿Qué le dio la gigante pequeña?
10. ¿Qué es lo que la gigante nunca más va a hacer?

Una vez había una gigante. Comió fresas. Comer fresas le enfermó porque comió pintura. Fue a un río. El más grande le llamó fon. El más pequeño le llamó una cometa de plata. El gigante dijo que le sería mejor

Example 38 (8-9 yrs. — Spanish)



Production — Storytelling

Instrucciones al estudiante: Ahora vamos a escuchar una historia. ¿Ves estos dibujos? Pues, los dibujos cuentan una historia y ahora puedes escucharla. Después de escuchar la historia, quiero que me repitas la historia, tan exacto como puedes recordarla. Así que tendrás que escuchar con much cuidado. Vamos a ver cuánto puedes recordar.

Listo(a)?

(After playing tape): Muy bien. ¿Me puedes repetir (contar) la historia exactamente como la oíste?

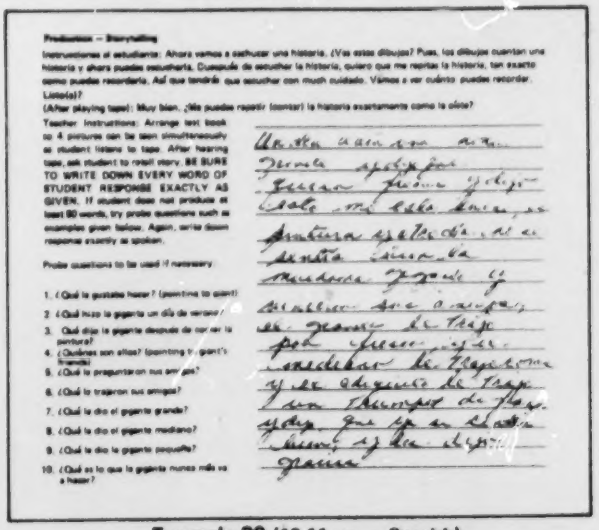
Teacher Instructions: Arrange text book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If student does not produce at least 80 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

Probe questions to be used if necessary:

1. ¿Qué le gustaba hacer? (pointing to giant)
2. ¿Qué hizo la gigante un día de verano?
3. Qué dijo la gigante después de comer la pintura?
4. ¿Quiénes son ellos? (pointing to giant's friends)
5. ¿Qué le preguntaron sus amigos?
6. ¿Qué le trajeron sus amigos?
7. ¿Qué le dio el gigante grande?
8. ¿Qué le dio el gigante mediano?
9. ¿Qué le dio la gigante pequeña?
10. ¿Qué es lo que la gigante nunca más va a hacer?

Había una gigante. Comió fresas y se enfermó porque comió pintura. El amigo grande le trajo fon. El no. grande le trajo flores. El chiquito le llevó un pito. La gigante le fue

Example 36 (5 yrs. — Spanish)



Production — Storytelling

Instrucciones al estudiante: Ahora vamos a escuchar una historia. ¿Ves estos dibujos? Pues, los dibujos cuentan una historia y ahora puedes escucharla. Después de escuchar la historia, quiero que me repitas la historia, tan exacto como puedes recordarla. Así que tendrás que escuchar con much cuidado. Vamos a ver cuánto puedes recordar.

Listo(a)?

(After playing tape): Muy bien. ¿Me puedes repetir (contar) la historia exactamente como la oíste?

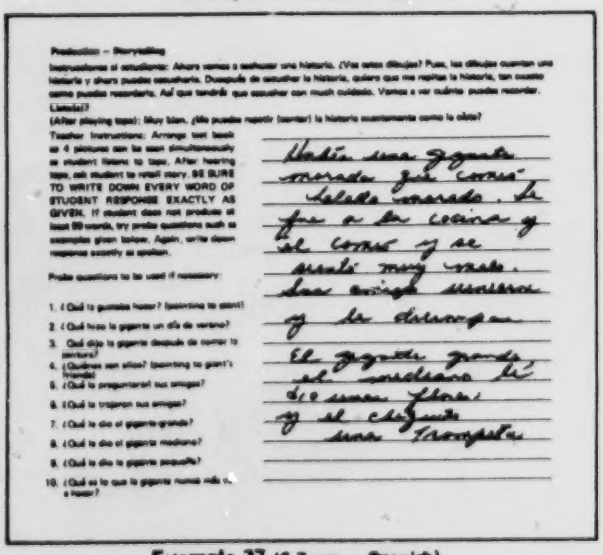
Teacher Instructions: Arrange text book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If student does not produce at least 80 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

Probe questions to be used if necessary:

1. ¿Qué le gustaba hacer? (pointing to giant)
2. ¿Qué hizo la gigante un día de verano?
3. Qué dijo la gigante después de comer la pintura?
4. ¿Quiénes son ellos? (pointing to giant's friends)
5. ¿Qué le preguntaron sus amigos?
6. ¿Qué le trajeron sus amigos?
7. ¿Qué le dio el gigante grande?
8. ¿Qué le dio el gigante mediano?
9. ¿Qué le dio la gigante pequeña?
10. ¿Qué es lo que la gigante nunca más va a hacer?

Un día una gigante fresas pero que no era fresas, era pintura y el pinto muy mal. Vinieron sus amigos y el monstruo le dio con fon. y el otro le dio flores y el chiquito le dio una trompeta

Example 39 (10-11 yrs. — Spanish)



Production — Storytelling

Instrucciones al estudiante: Ahora vamos a escuchar una historia. ¿Ves estos dibujos? Pues, los dibujos cuentan una historia y ahora puedes escucharla. Después de escuchar la historia, quiero que me repitas la historia, tan exacto como puedes recordarla. Así que tendrás que escuchar con much cuidado. Vamos a ver cuánto puedes recordar.

Listo(a)?

(After playing tape): Muy bien. ¿Me puedes repetir (contar) la historia exactamente como la oíste?

Teacher Instructions: Arrange text book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If student does not produce at least 80 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

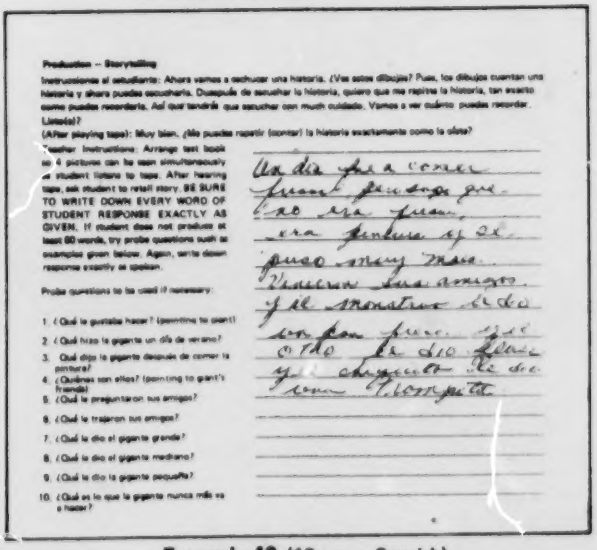
Probe questions to be used if necessary:

1. ¿Qué le gustaba hacer? (pointing to giant)
2. ¿Qué hizo la gigante un día de verano?
3. Qué dijo la gigante después de comer la pintura?
4. ¿Quiénes son ellos? (pointing to giant's friends)
5. ¿Qué le preguntaron sus amigos?
6. ¿Qué le trajeron sus amigos?
7. ¿Qué le dio el gigante grande?
8. ¿Qué le dio el gigante mediano?
9. ¿Qué le dio la gigante pequeña?
10. ¿Qué es lo que la gigante nunca más va a hacer?

Había una gigante morada fue comió Salado morado. Le fue a la cocina y se comió y se puso muy mala. Los amigos vinieron y le dieron

El gigante grande le dio unas flores y el chiquito una trompeta

Example 37 (6-7 yrs. — Spanish)



Production — Storytelling

Instrucciones al estudiante: Ahora vamos a escuchar una historia. ¿Ves estos dibujos? Pues, los dibujos cuentan una historia y ahora puedes escucharla. Después de escuchar la historia, quiero que me repitas la historia, tan exacto como puedes recordarla. Así que tendrás que escuchar con much cuidado. Vamos a ver cuánto puedes recordar.

Listo(a)?

(After playing tape): Muy bien. ¿Me puedes repetir (contar) la historia exactamente como la oíste?

Teacher Instructions: Arrange text book so 4 pictures can be seen simultaneously as student listens to tape. After hearing tape, ask student to retell story. BE SURE TO WRITE DOWN EVERY WORD OF STUDENT RESPONSE EXACTLY AS GIVEN. If student does not produce at least 80 words, try probe questions such as examples given below. Again, write down response exactly as spoken.

Probe questions to be used if necessary:

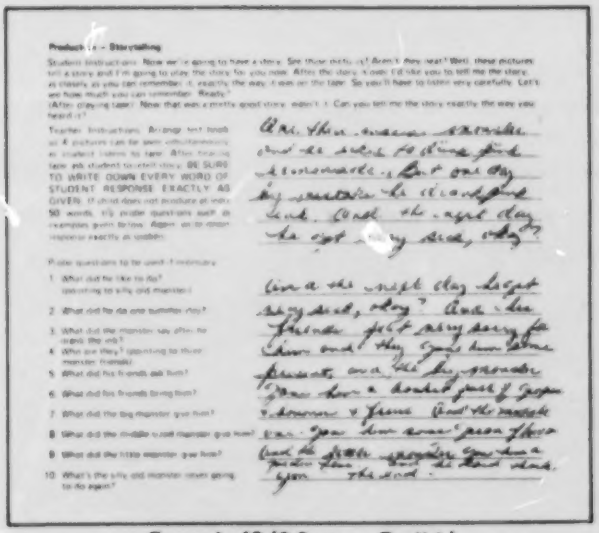
1. ¿Qué le gustaba hacer? (pointing to giant)
2. ¿Qué hizo la gigante un día de verano?
3. Qué dijo la gigante después de comer la pintura?
4. ¿Quiénes son ellos? (pointing to giant's friends)
5. ¿Qué le preguntaron sus amigos?
6. ¿Qué le trajeron sus amigos?
7. ¿Qué le dio el gigante grande?
8. ¿Qué le dio el gigante mediano?
9. ¿Qué le dio la gigante pequeña?
10. ¿Qué es lo que la gigante nunca más va a hacer?

Un día fue a comer fresas pero que no era fresas, era pintura y el puso muy mal. Vinieron sus amigos y el monstruo le dio con fon. y el otro le dio flores y el chiquito le dio una trompeta

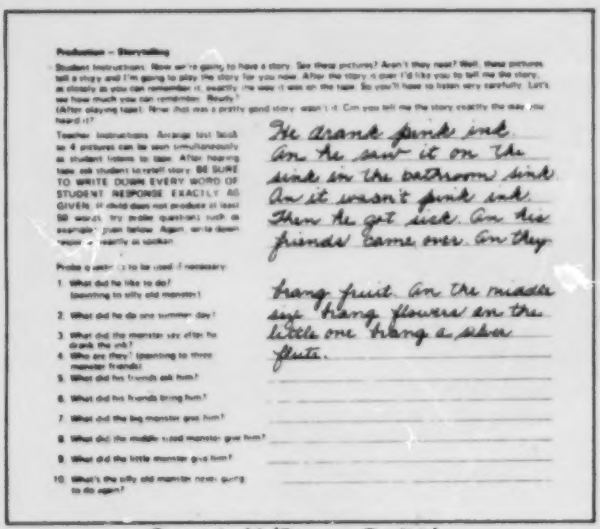
Example 40 (12 yrs. — Spanish)

LEVEL 5 – Perfect Production – English

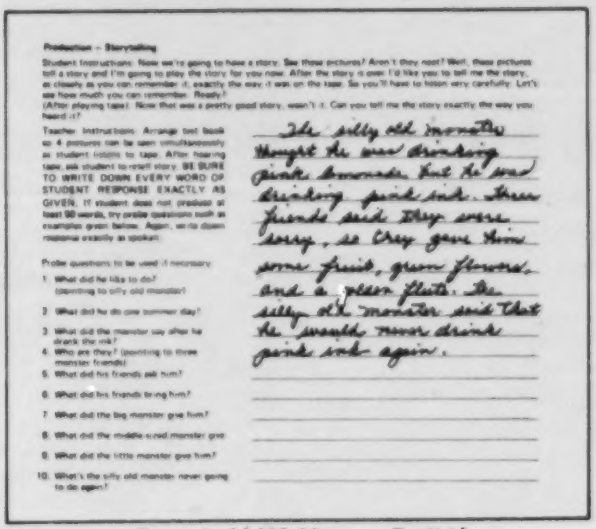
At Level 5 the student produces complete sentences which are coherent, syntactically correct for his/her developmental age and reflect accurate reproductions of the story. For Level 5 the only acceptable deviation from the example would be by way of additional elaboration. At Level 5 the student is at articulate native speaker proficiency.



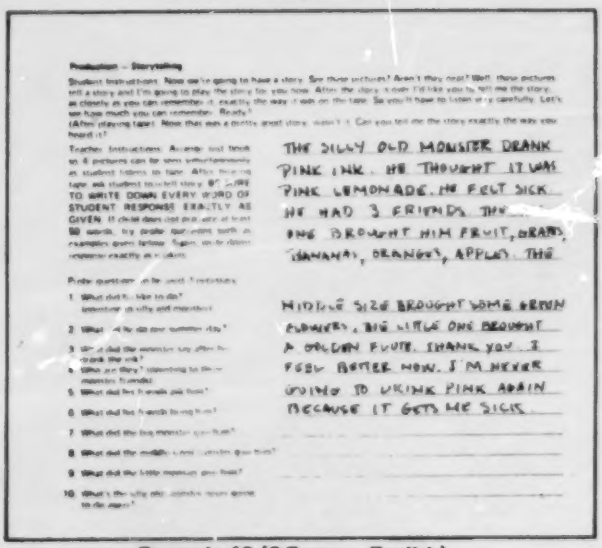
Example 43 (8-9 yrs. – English)



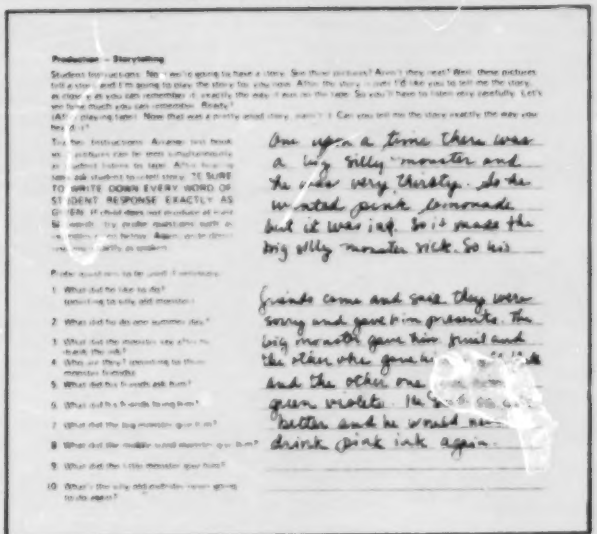
Example 41 (5 yrs. – English)



Example 44 (10-11 yrs. – English)



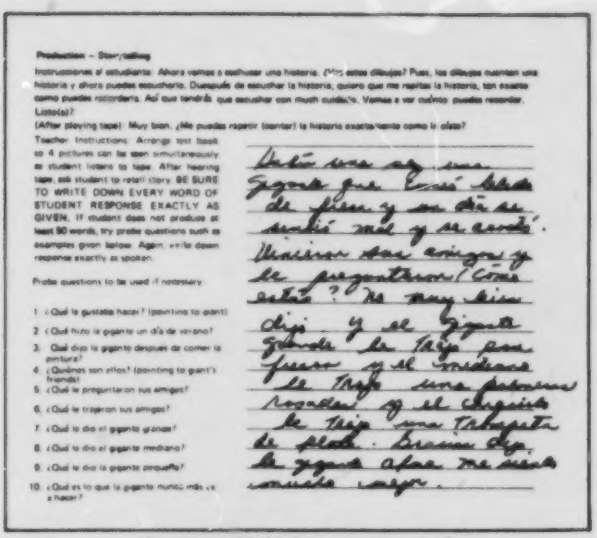
Example 42 (6-7 yrs. – English)



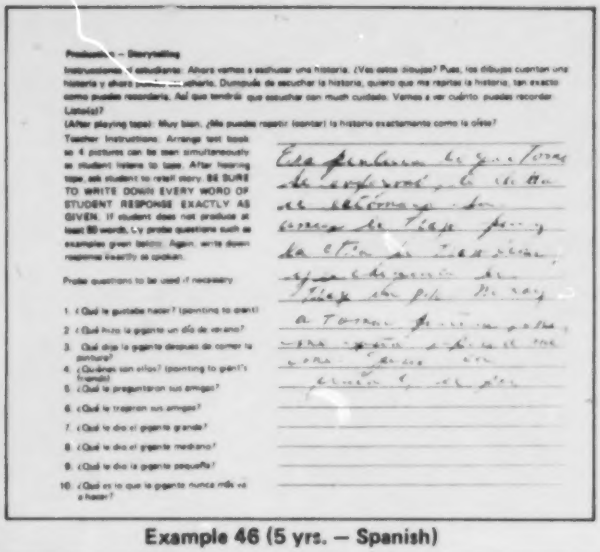
Example 45 (12 yrs. – English)

LEVEL 5 – Perfect Production – Spanish

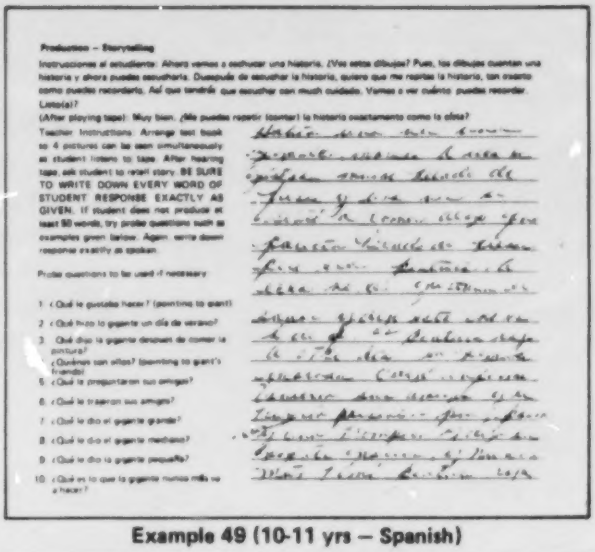
At Level 5 the student produces complete sentences which are coherent, syntactically correct for his/her developmental age and reflect accurate reproductions of the story. For Level 5 the only acceptable deviation from the example would be by way of additional elaboration. At Level 5 the student is at articulate native speaker proficiency.



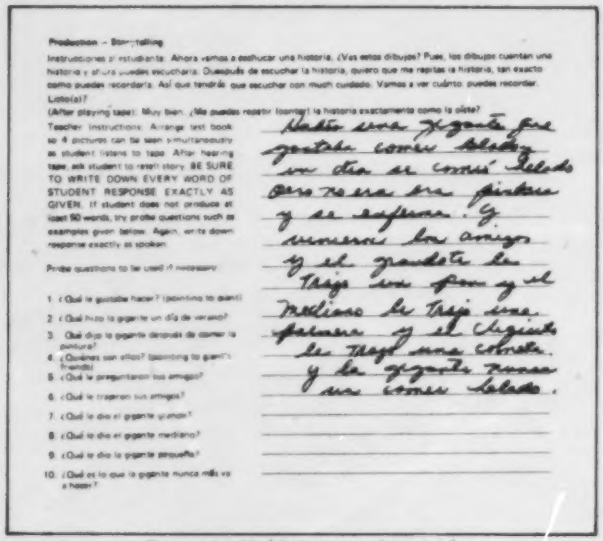
Example 48 (8-9 yrs. – Spanish)



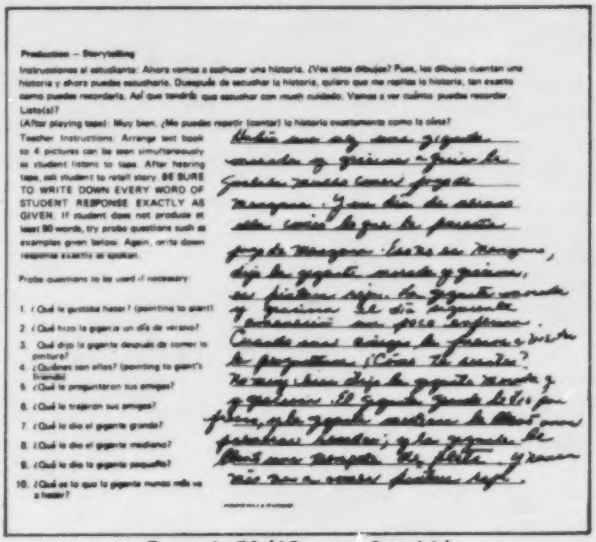
Example 46 (5 yrs. – Spanish)



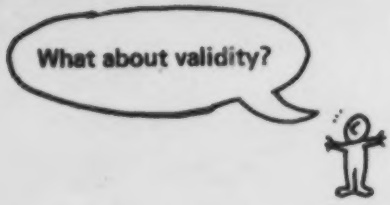
Example 49 (10-11 yrs – Spanish)



Example 47 (6-7 yrs. – Spanish)



Example 50 (12 yrs. – Spanish)



TECHNICAL NOTES
on
The Language Assessment Scales
LAS® I

The data on the validity and reliability reported herein are based on five studies. In the following the important aspects of each study will be briefly summarized. Since the preparation of the initial LAS® Technical Notes, two subscales have been revised. These are the Minimal Pairs and Lexical sections of the test in both English and Spanish. See subscale descriptions for details. The results reported here are based on the revised subscales. In those cases where data are presented, the changes are noted.

The first study was based on 100 children who were divided into two groups on the basis of grade and language. Language estimates were taken from bilingual people who were highly familiar with the linguistic and socio-cultural backgrounds of each child tested. Children were tested with the Language Assessment Scales (LAS)® and scored by the test administrators. The children's performance was also tape recorded and scored by a second rater. Overall, the interrater agreement was .987 (Pearson correlation) for the Phonemic section. For the individual items the percentage of agreement ranged from .94 to 100 per cent. For the Pairs subscale interrater agreement was .975. For the Lexical items the interrater reliability was .87 with the per cent of agreement also ranging from .94 to 100 per cent.

In this study, validity was measured by how well the LAS® discriminated the English-speaking from the limited-English-speaking group. On the Phoneme section the difference was significant beyond the .001 level (Mann-Whitney U test). In fact, the lowest score in the English-speaking group was over 15 points higher than the highest score for the limited-English group. On the Lexical the groups were also different at the .001 level. Similar differences were found for Comprehension ($P < .001$) and Production ($P < .001$).

These results were replicated in a subsequent study comparing the Spanish and English performances on the two LAS® versions. These results are summarized below in Table 1.

TABLE 1.
Comparison of performance between the high and low groups

TOTAL SCORE **

	Spanish		English	
	Hi	Lo	Hi	Lo
$\bar{X}$ =	95.81	51.86	91.01	61.19
SD=	6.52	21.29	6.16	16.65
F =	54.05		F = 494.94	
Sig.	P<.0001		Sig. P < .0001	
Df =	241		Df= 311	

PHONEMES

	Spanish		English	
	Hi	Lo	Hi	Lo
$\bar{X}$ =	34.46	24.17	34.96	29.00
SD=	4.48	11.11	2.21	6.24
F =	9.75		F = 140.6	
Sig.	P < .002		Sig. P < .001	
Df=	241		Df= 311	

PAIRS*

	Spanish		English	
	Hi	Lo	Hi	Lo
$\bar{X}$ =	29.6	19.14	28.7	19.89
SD =	.86	9.47	1.09	10.53
F =	10.72		14.99	
Sig.	P < .001		P < .001	
Df =	212		184	

LEXICAL*

	Spanish		English	
	Hi	Lo	Hi	Lo
$\bar{X}$ =	18.43	7.71	19.01	8.55
SD =	1.65	8.93	.87	
F =	18.77		F = 39.42	
Sig. =	< .001		Sig. < .001	
Df -	214		Df = 186	

COMPREHENSION

	Spanish		English	
	Hi	Lo	Hi	Lo
$\bar{X}$ =	9.36	5.27	9.44	5.79
SD=	1.97	3.60	.92	2.64
F =	15.95		F = 226.85	
Sig.	P < .0001		Sig. P < .0001	
Df =	241		Df = 309	

PRODUCTION

	Spanish		English	
	Hi	Lo	Hi	Lo
$\bar{X}$ =	4.46	2.78	4.58	2.51
SD=	.67	2.18	.59	2.22
F =	60.72		F = 101.97	
Sig.	P < .0001		Sig. P < .0001	
Df=	241		Df= 311	

*Note that the data reported are based on revised subscales.
**Based on raw scores.

In a study directed toward establishing the interrater agreement on the Production section, test performances were scored by four different raters consisting of 1) an ESL teacher, 2) an SSL teacher, 3) a bilingual aide, and 4) a bilingual psychologist. The results of these analyses are provided below in Tables 2 - 6 according to language. Note that age has also been taken into account in order to examine potential confounding attributable to age differences.

TABLE 2.

Interrater agreement on Production section — 5 years and younger

English

2*	.88			N = 38
3	.95	.90		$\bar{X}$ = 3.28
4	.93	.91	.88	SD = 1.30
	1	2	3	

Spanish

2*	.86			N = 23
3	.91	.92		$\bar{X}$ = 3.31
4	.90	.90	.94	SD = 1.30
	1	2	3	

* 1. ESL Teacher
2. SSL Teacher
3. bilingual aide
4. bilingual psychologist

TABLE 3.

Interrater agreement on Production section — 6/7 years

English

2	.95			N = 61
3	.93	.94		$\bar{X}$ = 3.35
4	.87	.96	.96	SD = 1.28
	1	2	3	

Spanish

2	.89			N = 47
3	.87	.88		$\bar{X}$ = 3.45
4	.92	.90	.93	SD = 1.25
	1	2	3	

TABLE 4.

Interrater agreement on Production section — 8/9 years

English

2	.89			N = 40
3	.90	.91		$\bar{X}$ = 3.50
4	.87	.94	.90	SD = 1.15
	1	2	3	

Spanish

2	.87			N = 21
3	.93	.93		$\bar{X}$ = 3.47
4	.87	.91	.85	SD = 1.20
	1	2	3	

TABLE 5

Interrater agreement on Production section — 10/11 years

English

2	.90			N = 69
3	.92	.93		$\bar{X}$ = 3.61
4	.90	.91	.92	SD = .97
	1	2	3	

Spanish

2	.86			N = 20
3	.90	.87		$\bar{X}$ = 3.65
4	.93	.92	.89	SD = .99
	1	2	3	

TABLE 6

Interrater agreement on Production section — 12 years and older

English

2	.91			N = 90
3	.88	.93		$\bar{X}$ = 3.67
4	.92	.90	.94	SD = .97
	1	2	3	

Spanish

2	.89			N = 17
3	.91	.94		$\bar{X}$ = 3.66
4	.92	.91	.93	SD = 1.01
	1	2	3	

As can be seen, there is a high degree of agreement between the different raters. Also, the above tables reflect the slight age-related shifts in performance.

In a third study the statistical significance of this increase was examined by correlating LAS® total score with age in months. Based on a sample of 107 children the correlation between English and age was .172. For Spanish it was .181. Neither correlation was statistically significant. Interscale correlations for both Spanish and English are provided in Table 7.

TABLE 7

Interscale correlations for English/Spanish subscales

	Spanish					
Phonemes		.705	.618	.688	.396	.509
Pairs	.754		.517	.691	.410	.521
Lexical	.583	.548		.680	.211	.162
Comprehension	.768	.751	.708		.158	.141
Production	.434	.389	.173	.148		.823
TOTAL SCORE	.517	.533	.145	.123	.831	
	Phon.	Prs.	Lex.	Com.	Prod.	TOTAL SCORE

English

In a fourth study the following normative data were collected using monolingual speakers only. These data are provided by age and subscale as well as for the total test. The English-speaking sample is based on data collected in the Southwest. The Spanish-speaking sample was based on Chicano, Puerto Rican and recent arrivals from Latin America. As can be seen through comparing these scores with the criterion levels provided in the scoring section of the LAS® manual, there is approximately one SD (standard deviation) between each level. The data on the revised subscales are based on more recent assessment with similiar types of children.

The above analysis deals with validity and inter-rater reliability for the syntactic production section. In a more recent analysis the internal item consistency was examined for each of seven age groups. In this analysis the scale reliabilities were computed on a total sample of 325 children. In the reliability data reported below results from several studies were pooled. The total population thus represents a wide range of academic and linguistic abilities.

TABLE 8
Internal Reliability
English

	AGE							
	5	6	7	8	9	10	11+	Total
Phonemes	.90 (48)	.91 (57)	.87 (42)	.90 (53)	.84 (37)	.91 (35)	.88 (51)	.89 (295)
Min. Pairs *	.88 (48)	.92 (57)	.81 (42)	.89 (53)	.84 (37)	.67 (35)	.72 (51)	.87 (295)
Lexical*	.80 (48)	.75 (57)	.39 (42)	.70 (53)	.52 (37)	.83 (35)	.37 (51)	.72 (295)
Comprehension	.93 (48)	.95 (57)	.69 (42)	.50 (53)	.62 (37)	.54 (35)	.72 (51)	.68 (295)
TOTAL (excluding syntax production)	.89 (48)	.96 (57)	.91 (42)	.92 (53)	.91 (37)	.92 (35)	.91 (51)	.93 (295)

*Revised

Internal Reliability *
Spanish

	5	6	7	8	9	10	11+	Total
Phonemes	.90 (40)	.91 (33)	.91 (37)	.91 (43)	.84 (37)	.90 (35)	.87 (51)	.92 (216)
Min. Pairs**	.88 (41)	.85 (33)	.86 (37)	.84 (43)	.84 (37)	.67 (35)	.72 (51)	.83 (216)
Lexical**	.93 (40)	.96 (33)	.96 (37)	.90 (43)	.52 (37)	.83 (35)	.36 (51)	.93 (216)
Comprehension	.80 (40)	.85 (33)	.85 (37)	.85 (43)	.63 (37)	.54 (35)	.72 (51)	.80 (216)
TOTAL (excluding syntax production)	.93 (40)	.94 (33)	.94 (37)	.95 (43)	.63 (37)	.92 (35)	.91 (51)	.95 (216)

*Cronbach Alpha
**Based on revised subscales

TABLE 9

Total mean scores for monolingual English speakers

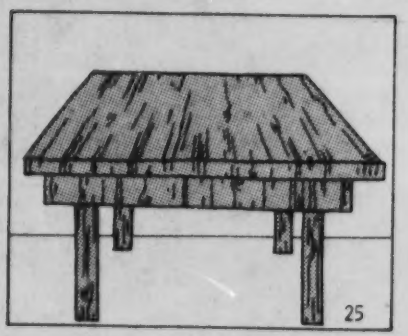
		Total Mean Scores		Phonemes		Pairs*		Lexical*		Comprehension		Production	
Age	N	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
5-	(15)	93.4	6.76	34.9	2.75	22.7	2.77	17.4	1.14	9.30	1.80	4.25	.70
6/7	(29)	89.6	6.79	33.8	2.81	23.8	2.83	18.4	.79	10.00	0.00	4.50	.63
8/9	(75)	95.4	6.01	33.8	2.81	24.2	3.01	17.9	1.00	10.00*	0.00	4.46	.67
10/11	(88)	92.1	5.98	35.0	1.80	29.4	1.86	19.0	.26	9.60	0.80	4.19	.82
12+	(101)	94.0	5.40	35.1	1.79	30.0	1.62	19.5	.09	9.95	0.61	4.66	.59
Totals	308	92.3	6.08	34.7	2.30	28.6	1.84	19.4	.11	9.87	0.69	4.45	.80

Total mean scores for monolingual Spanish speakers

		Total Mean Scores		Phonemes		Pairs*		Lexical*		Comprehension		Production	
Age	N	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
5-	(15)	95.0	6.00	34.6	2.68	27.4	2.04	18.9	.98	9.81	0.51	4.61	0.54
6/7	(21)	92.5	6.20	34.7	2.70	27.0	2.13	19.4	.70	9.56	0.59	4.58	0.59
8/9	(19)	90.3	6.80	35.8	2.59	24.9	3.18	19.2	.68	9.87	0.22	4.44	0.62
10/11	(26)	94.7	5.96	35.8	2.57	28.3	1.99	18.7	.77	9.76	0.63	4.49	0.60
12+	(29)	98.5	4.80	33.6	2.78	27.6	2.03	19.6	.09	10.00	0.00	4.68	0.58
Totals	105	93.4	6.10	34.6	2.67	27.4	2.00	19.2	.18	9.79	0.65	4.55	0.58

*Based on revised subscales

CUE PICTURES FOR LAS®
Level I, English Version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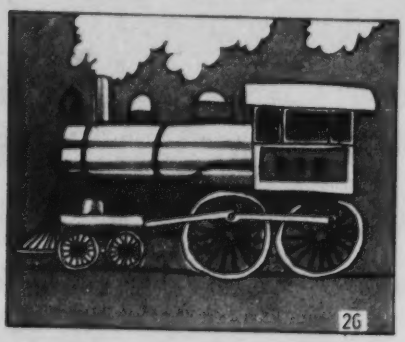
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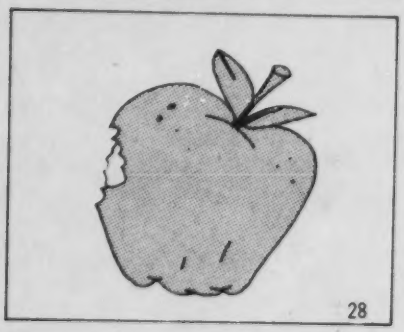
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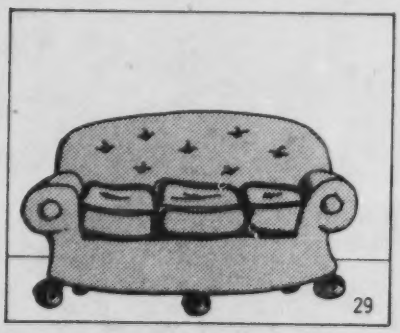
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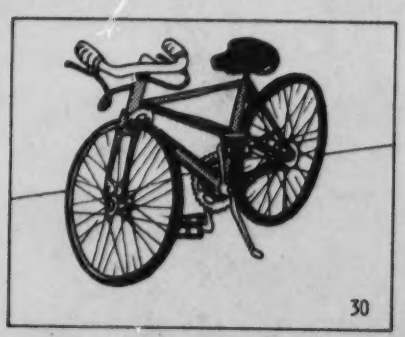
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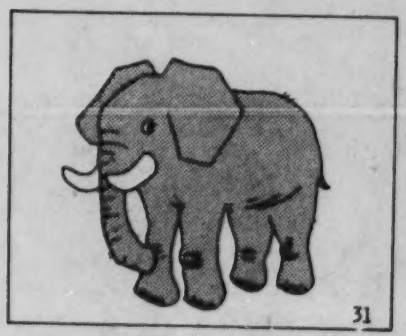
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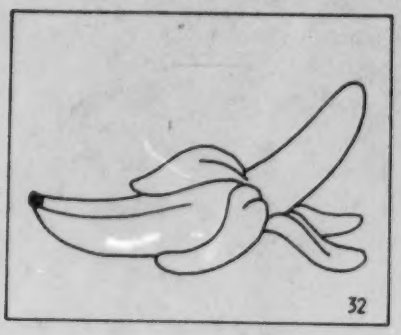
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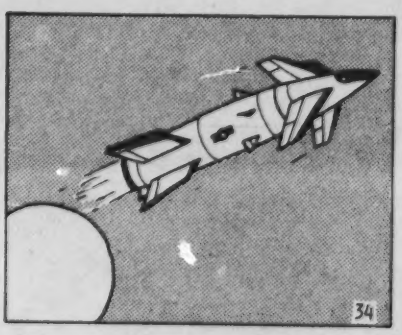
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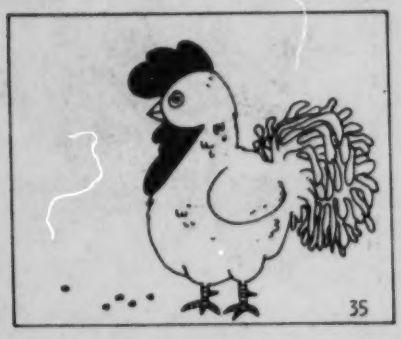
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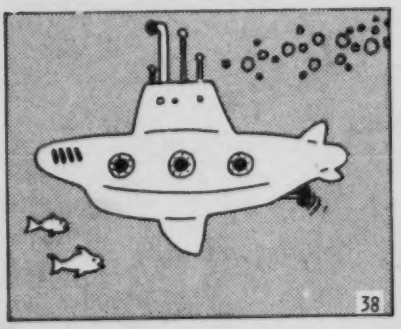
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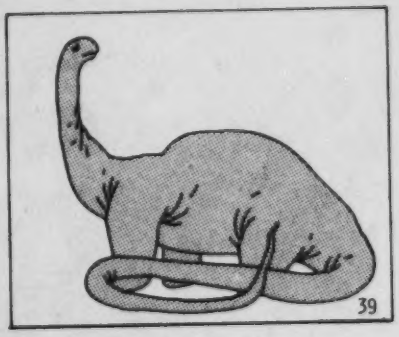
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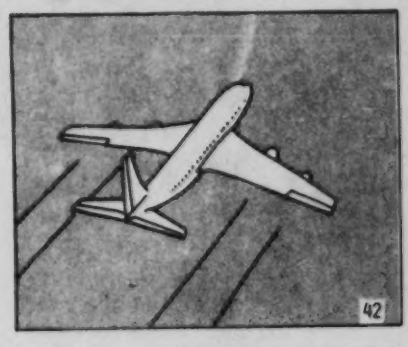
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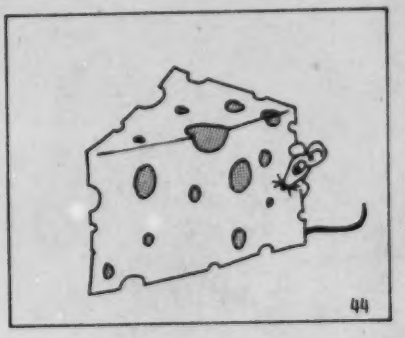
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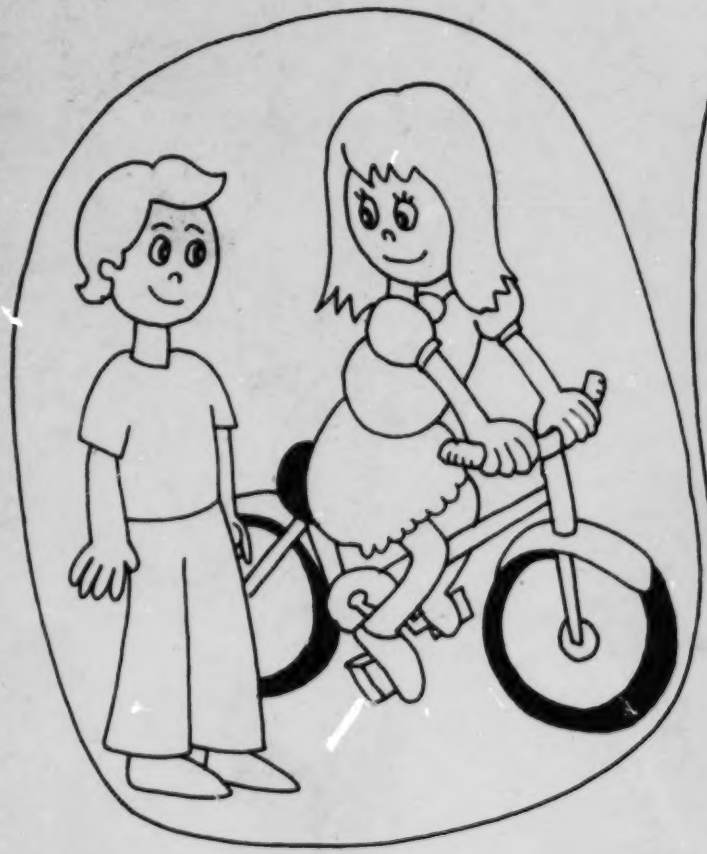

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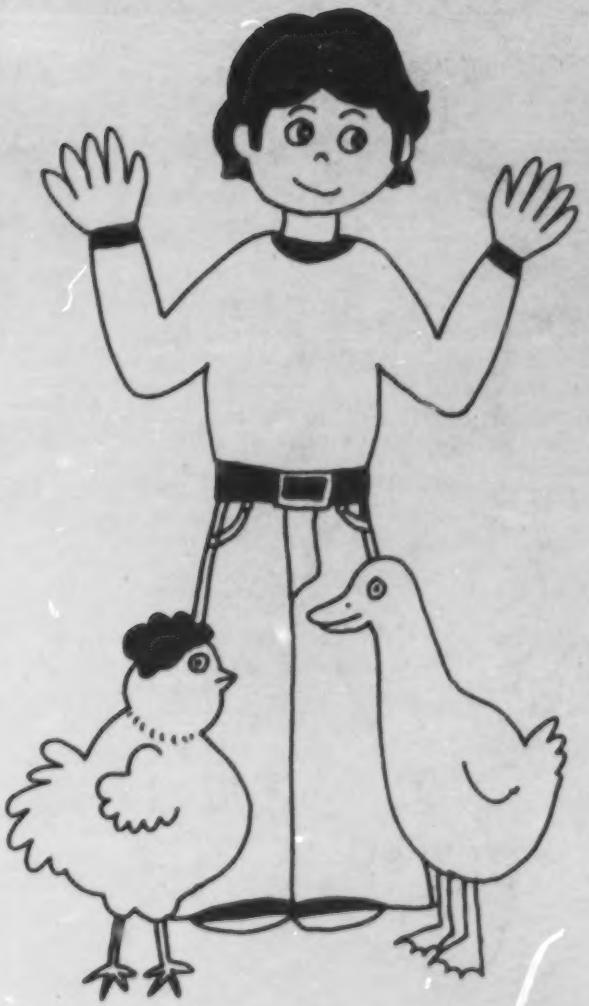

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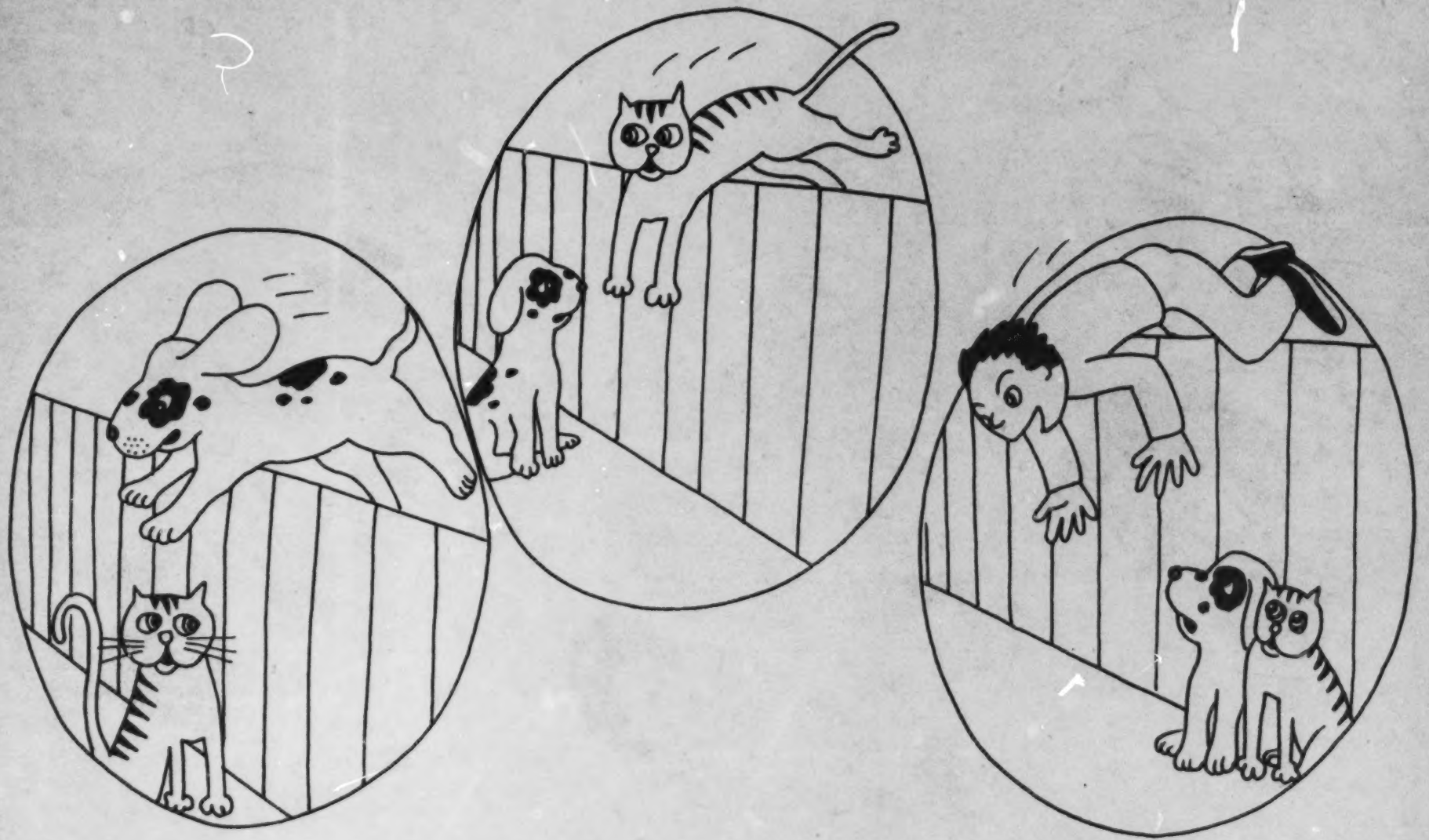

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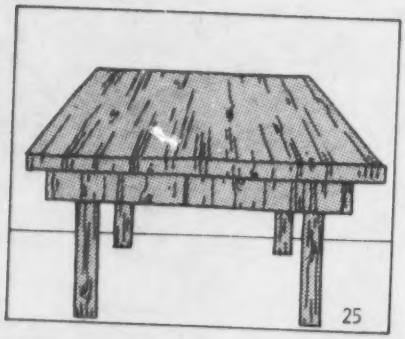
CUE PICTURES FOR LAS®
Level I, Spanish Version

SUMMARY OF THE LAS® - by Cecilia Navarrete

Linguametrics Group
P. O. Box 454
Corte Madera, CA 94925
(415)459-0212

PRIMARY SUBSYSTEMS	RATIONALE	INSTRUCTIONS FOR ADMINISTRATION	SCORING PROCEDURE	DO'S AND DON'TS
PHONEMIC	The foundation of any language is its basic sound system, the phonemes. It is from phonemes that all meaningful words of the language are constructed. The LAS® measures both the decoding (hearing differences between these basic sounds) and encoding (pronouncing the sounds) of the English and Spanish phonemic systems with particular emphasis on those sounds which are most distinctive and difficult for the person learning English or Spanish as a second language.	PAIRS The examiner should say in the appropriate language something like "You're going to hear some words on the tape and I want you to tell me if they sound the same or different." The examiner should feel free to paraphrase or translate the instructions. At this point, the cassette may be turned on and the testing begun. PHONEMES When the student is ready, begin by saying in the appropriate language something like "I want you to repeat exactly what you hear on the tape." Give the student examples until he/she appears to understand the directions. The examiner should then let the tape play until the end of the phonemic section.	PAIRS, LEXICAL, PHONEMES, AND COMPREHENSION The examiner simply marks the items that are failed by entering a check mark in the space directly adjacent to the item number listed on the Student Score Sheet. No mark is made for a correct response. (After administration of the test, the converted score for each subscale is then transferred to the appropriate Scoring Calculations Box on the bottom of the front side of the Student Score Sheet.)	DO read the Instructions for Administration in the LAS Examiner's Manual DO make sure that the tape recorder is working properly. DO make sure that the tape can be heard clearly. DON'T forget to fill in the ID information on the top of the Student Score sheet before beginning the test. DO make the student feel comfortable. DO be sure the student understands what's required. DO score the student only for the underlined phoneme in the Phonemes Section. DON'T forget to use the tape... so the test will be fair for everyone.
REFERENCIAL (LEXICAL)	The next level of language consists of the meaningful units constructed from the basic phonemes. It is this level of "words" (lexical items or morphemes) which helps determine the meaning of any sentence. The Lexical section of the LAS® consists of a number of words of varying levels of difficulty. In addition, most of these words contain phonemic features of most importance to the Spanish/English bilingual child.	LEXICAL Examiner should open the Manual to the Lexical Section so student can see the pictures. Examiner should explain to the student that s/he is to name the object in each picture. This may be done by saying, "I'm going to show you some pictures. What's this? ¿Qué es esto?" (pointing to first picture). Testing should be continued in the same manner through the Lexical Section.		DO read the instructions for administering the Lexical Section. DO give credit for any appropriate noun, i.e., chicken or rooster; banana or plátano; sofa or couch, etc. DO probe for a specific noun if child is too general. For example, if student calls the apple a fruit, ask: what kind of fruit? DON'T make the student feel bad if s/he doesn't know an appropriate label.

PRIMARY SUBSYSTEMS	RATIONALE	INSTRUCTIONS FOR ADMINISTRATION	SCORING PROCEDURE	DO'S AND DON'TS
SYNTACTICAL	The third level of language is the syntactical system - rules for combining words into a meaningful sentence. Syntax is essential for the understanding of the language because the relationship between words provides a major contribution to the meaning of communications in that language. The LAS® uses two different methods of measuring syntactical ability. The first is Sentence Comprehension and the other, to assess the student's oral syntax production ability, is a story-telling device. The student is then rated on inclusion and use of essential syntactical elements, as well as on overall ability to communicate in the language.	SENTENCE COMPREHENSION Turning to the drawings corresponding to the comprehension section the examiner should say something like: "I'm going to show you some more pictures and I want you to point to the picture that goes with what you hear on the tape." ORAL PRODUCTION(STORYTELLING) The student is shown a series of four drawings and told s/he will be hearing a story about the drawings on tape. After hearing the story, the student is asked to retell the story in his/her own words. The examiner writes down verbatim on the score sheet what the student says. WRITTEN PRODUCTION(optional for LAS II) After completing the Oral Production Section Examiner gives Written Production Score Sheet to student and asks him/her to write the story as closely as s/he can to the way it was heard on the tape. A quiet place should be provided for the student to do this task.	The scoring for the Oral Production Section must be done by a native speaker of the language the test was given in. The responses are scored on a five-point scale within each age group. (See examples in Scoring Appendix, in the LAS Examiner's Manual.) Because of developmental effects on language acquisition, scoring must be done on the basis of comparison within the correct age group. Thus, it is essential that an acceptable level of reliability be established between those scoring this section. (See procedure in "How To Score The LAS".) The Written Production score is not calculated as part of the total oral level, but may be used as an additional dimension of linguistic ability.	DON'T hesitate to stop the tape or replay an item if it's too fast for the student. DO review the instruction for administration of the Production Section(s). DO be sure scoring is done by well-trained native speakers who have thoroughly read the How To Score The LAS section in the Examiner's Manual. DO be sure an acceptable level of reliability is established between the scorers.
PRAGMATIC	The fourth area of language is measured by the students' ability to use the language for his/her own ends (pragmatics). The LAS® attempts to assess this by having someone familiar with the student rate his/her ability to carry out certain relevant tasks requiring language.	At some point following the testing session, the examiner (or teacher) should fill out the Observation section of each student's score sheet. The average of these observations can be used as a comparison with the student's final proficiency level. The levels should be quite similar, if the testing has been conscientiously conducted.	These results are not included in the scoring calculations, but may be used as a further comparison with student's proficiency level.	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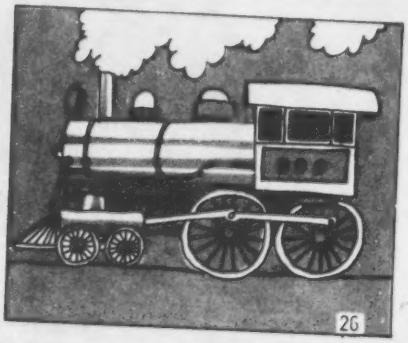
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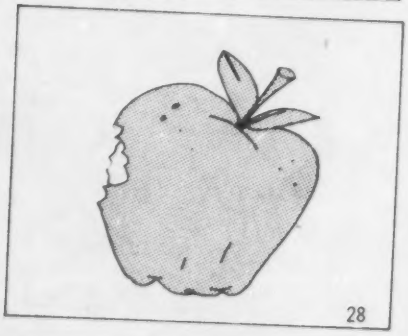
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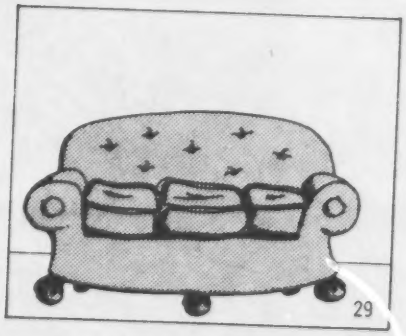
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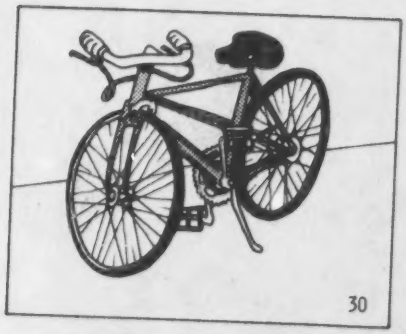
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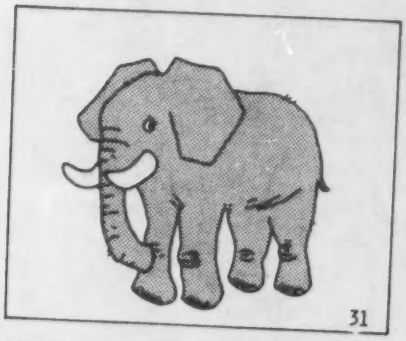
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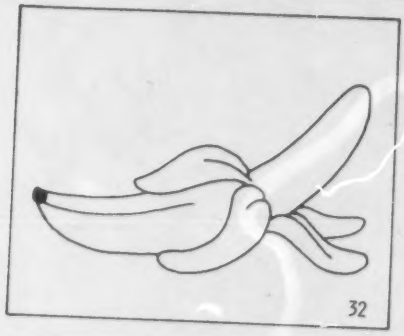
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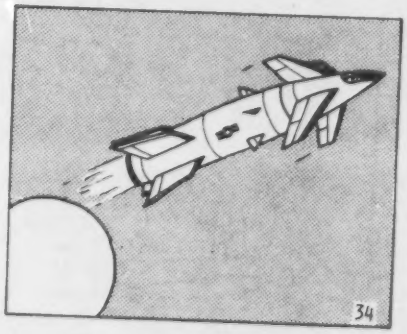
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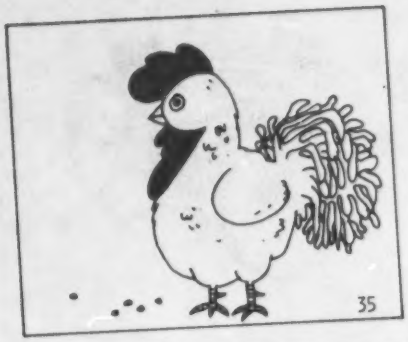
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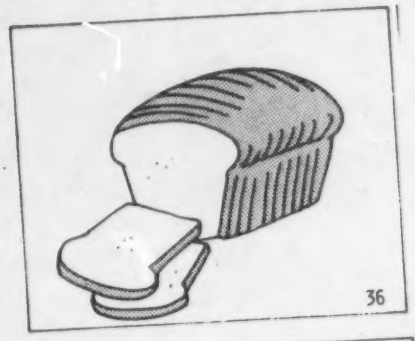
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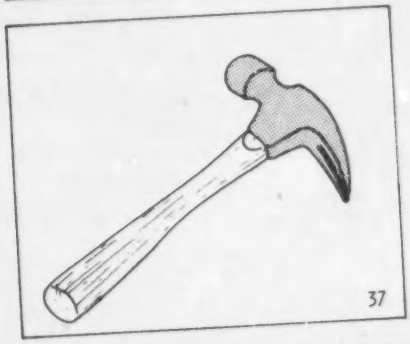
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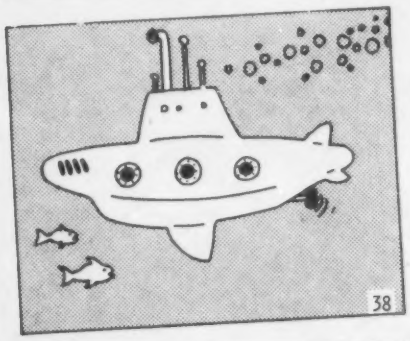
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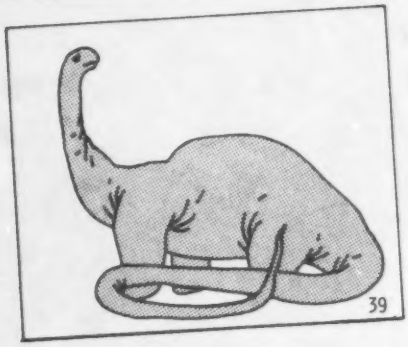
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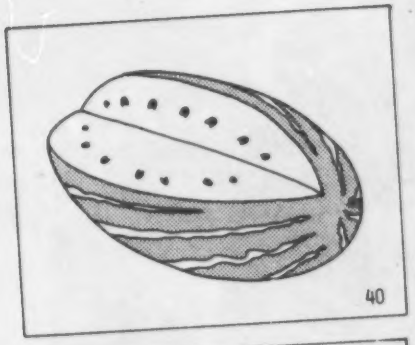
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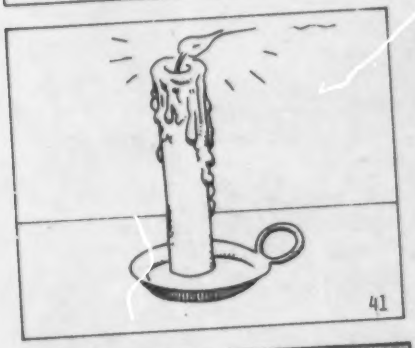
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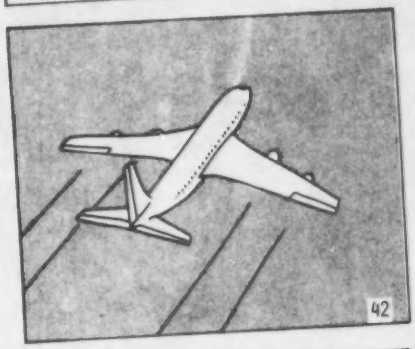
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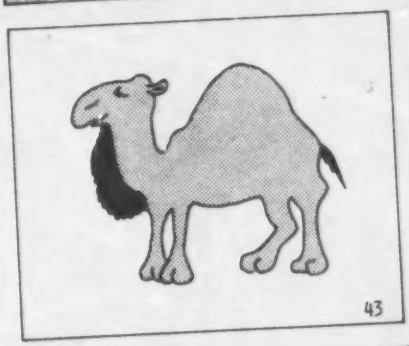
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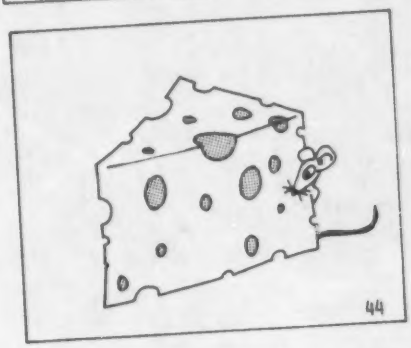
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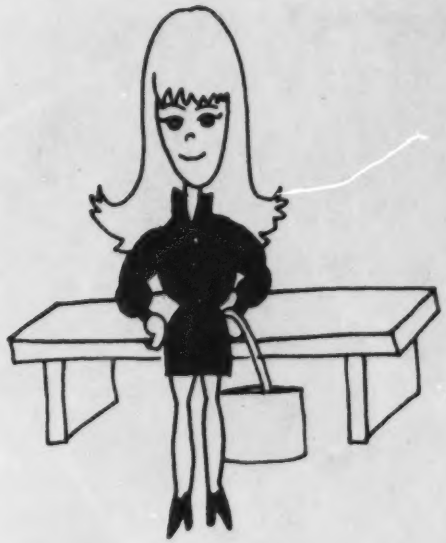

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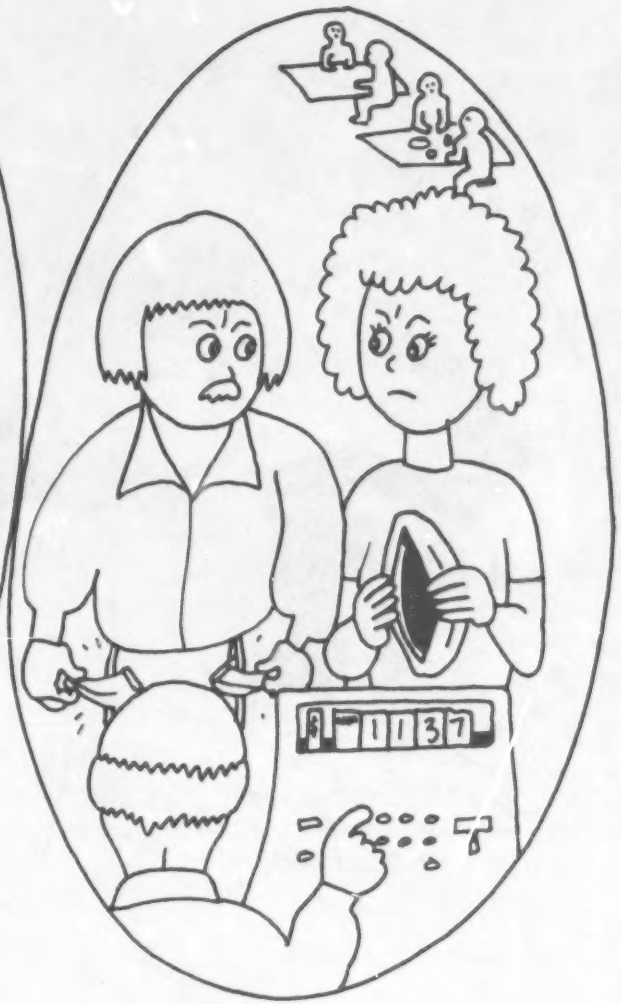

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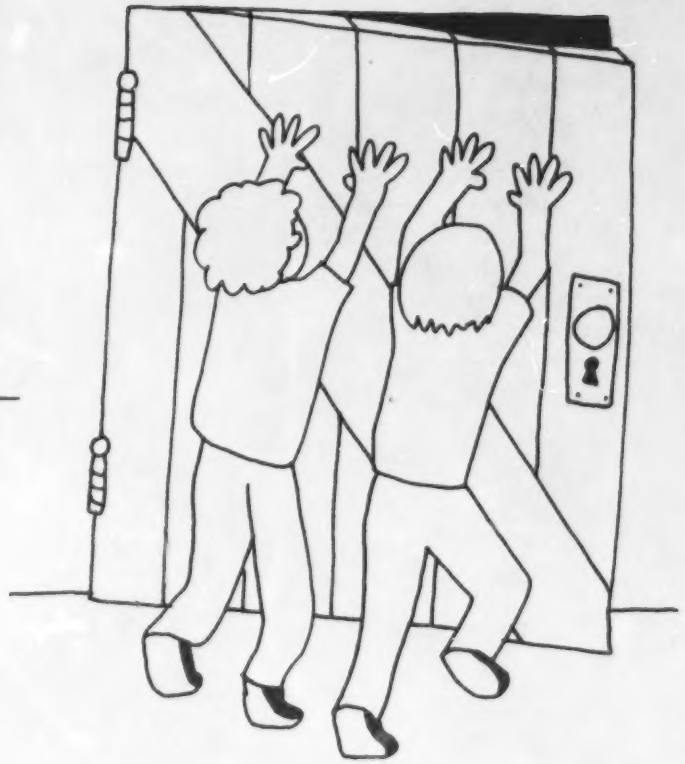

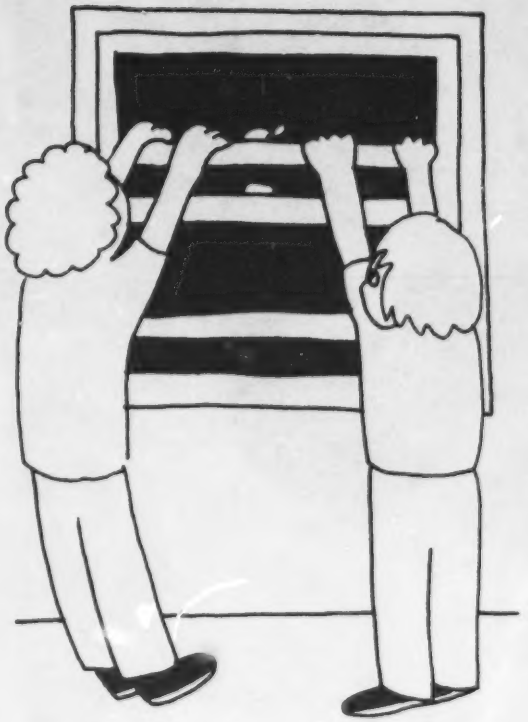

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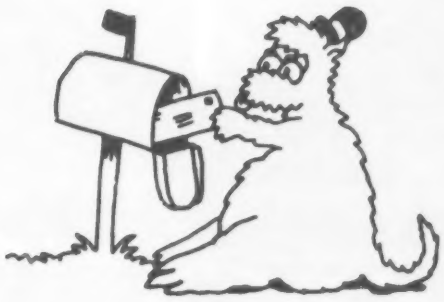

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